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ABSTRACT

This guide provides activities, resources, and ideas for elementary physical education and classroom teachers. The activities in the basic rhythms program are divided into five classifications: movement patterns, dramatic activities, singing games, creative rhythms-dance, and rhythmic gymnastics. At the beginning of the basic rhythms sections is a list of definitions of the basic locomotor and non-locomotor movements. Fundamental forms of locomotion and non-locomotion are included in the movement patterns. Advice and instructions are offered on adapting physical activities to the capacities of children with physical or mental handicaps. Suggestions are made for conducting group games of lower organization which can be started quickly, have simple rules, and are adaptable to the available space. (JD)

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Montgomery County Public Schools · Rockville, Maryland

RHYTHMS AND DANCE
GAMES OF LOW ORGANIZATION

1985

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Rockville, Maryland

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RHYTHMS AND DANCE

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PREFACE

The purpose of this guide is to provide activities, resources, and ideas for elementary physical education and classroom teachers in the Montgomery County Public School system. The guide is not intended to be all-inclusive. It has been designed as a teaching tool and an aid in curriculum planning.

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OBJECTIVES FOR RHYTHMS AND DANCE

The rhythm and dance curriculum should implement the objectives found in Physical Education: A Maryland Curricular Framework. The Project Basic objectives are:

- Demonstrate ability in creative movements
- Demonstrate rhythmic movement patterns
- Respect excellence of physical performance
- Display respect for self and others
- Display positive group dynamic concepts
- Recognize and adjust to varying emotional reactions of others to stress
- Accept differences in interest and motivation

In addition, the MCPS Program of Studies lists the following grade level objectives:

Kindergarten

- Perform basic locomotor and non-locomotor movement patterns
- Participate in rhythmic and creative movement activities
- Demonstrate the ability to attend to and follow directions

Grade 1

- Combine basic locomotor and non-locomotor movement patterns
- Participate in activities that utilize various pieces of apparatus
- Participate in activities that improve muscular endurance

Grade 2

- Participate in activities that improve the efficiency of the cardiovascular system
- Explore different ways of moving and show progress toward selecting and combining the movements for improved motor skills, efficiency, and smoothness

Grade 3

- Express creativity through rhythmic movement

Grade 4

- Apply individual psychomotor skill to group activities

Grade 5

- Perform intricate rhythmic movement patterns

Grade 6

- Demonstrate competency in rhythmic and creative movement activities

The activities suggested and described in this section were chosen because they have proven successful in meeting the objectives of the rhythmic program. The objectives were taken from the MCPS Elementary Physical Education Student Performance Resource Guide.

Performance objectives are listed for the rhythms section and the dance section. The rhythms section includes dramatic activities, fundamental rhythms, creative rhythms/dance, singing games, and rhythmic gymnastics. The dance section includes folk dance, square dance, and aerobic dance. For each performance objective a number of activities and materials are listed. This is by no means an all-inclusive list. Many other appropriate activities and materials can be used successfully to complete the objectives. Therefore, the information in this guide will enable teachers to supplement their current program.

TEACHING THE HANDICAPPED STUDENT

1. Definitions of Handicapping Conditions

As a result of PL 94-142, many students with a variety of handicapping conditions are being mainstreamed into regular classes. The physical education teacher must be aware of these students and their specific needs. The teacher should review all IEP's at the beginning of the year. Skills and activities may need modification to ensure the participation of all children.

The following definitions may be helpful.

"Handicapped" - having temporary or long-term special educational needs in cognitive, emotional, and/or physical areas.

"Mentally retarded" - significant below-average general intellectual functioning existing concurrently with deficiencies in adaptive behavior, manifested during the developmental period, adversely affecting educational performance, overall slowness of development. (Students may be classified as mildly, moderately, severely, or profoundly retarded.)

"Orthopedically impaired" - inclusive impairment caused by disease (e.g., poliomyelitis), or impairment from other causes (cerebral palsy, amputations).

"Hearing impaired" - a communicative disorder, hard of hearing/deaf; speech and language will be affected along with communication problems.

Visually impaired" - an impairment which even with correction is an obstacle; partially sighted and blind.

"Cerebral palsied" - damaged centers of the brain before or during birth, resulting in imperfect control of muscles (muscular incoordination, spastic paralysis, speech disturbances).

"Specific learning disabilities" - Because of perceptual handicaps, brain injury, dyslexia, developmental aphasis, or minimal brain dysfunction, there is a discrepancy between actual academic achievement and expected achievement.

Seriously emotionally disturbed"

1. exhibits one or more of the following over a long period of time and to a marked degree, which adversely affects educational performance:

    a. inability to build/maintain satisfactory interpersonal relationships

    b. inappropriate types of behavior/feelings under normal circumstances

c. tendency to develop physical symptoms or fears (associated with personal or school problems)

d. hostility, aggression, withdrawal, or restraint

2. autistic, schizophrenic

"Other health impaired" - limited strength, vitality of alertness due to chronic or acute health problems (asthma, heart conditions, tuberculosis, epilepsy, sickle cell anemia, diabetes, leukemia).

"Multihandicapped" - limited strength, vitality of alertness due to chronic or acute health problems and cannot be accommodated in programs for any one of the listed impairments.

These definitions are based on those in the book Maryland Programs for Handicapped Children, May 19, 1978, pp. 1-3.

2. Adapting the Rhythms Unit

In adapting the Basic Rhythms Unit to meet student needs, the teacher should plan to:

- encourage the children to realize that any type of movement is acceptable
- teach concepts such as tempo, beat, and intensity
- teach specific terms (do-si-do, promenade, swing, bow, shuffle, etc.)
- play the music and demonstrate correct dance movements
- allow students to describe/demonstrate ways to move their bodies, chairs, or crutches to the music
- allow students to think of and perform specific movements that go along with specific dance commands
- allow students to put movements and commands to music
- allow the use of the buddy system to enable the participation of all students

3. Adapting to Specific Handicaps

When teaching the handicapped child, the teacher might use these specific concepts[1] to aid their planning of appropriate lessons.

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[1] These specific concepts are based on those in the Charles County Physical Education Course of Study.

- Allow increased time for repetition
- Teach new skills at the beginning of class
- Use warm-up activities to stimulate the nervous system
- Use brightly colored objects to help maintain interest and attention

Hearing Impaired

The teacher should:

- Always obtain eye contact before giving instructions. Make sure your face and mouth are clearly visible.
- Take the time to learn basic sign language. This will aid the student who has not mastered lip-reading
- Use the buddy system for security and to allow maximum participation
- Be aware that colds and other illnesses may effect the student's hearing ability
- Develop an understanding of the capacity and functioning of the student's hearing aid. See that students remove hearing aids before tumbling, gymnastics, and going in the water
- Be aware that some types of hearing loss may impair balance
- Use visual signals whenever possible and incorporate percussion instruments when using music
- Be aware of position. The child may need to be near the teacher.

Visually Impaired

The teacher should:

- Obtain as much information as possible as to the extent of the student's visual problem
- Use brightly colored objects when possible
- Use balls with an intermittant sounding device
- Use the buddy system to allow miximum participation
- Attempt to provide a consistent physical environment

Learning Disabled/Emotionally Disturbed

The teacher should:

- Provide a highly structured consistent program.
- Define boundaries. Reducing the size of the space to be used is often beneficial.
- Eliminate as many extraneous visual and auditory stimuli as possible.
- Obtain eye contact when giving directions, and simplify the directions.
- Provide visual clues for those with auditory processing problems.
- Be prepared to change activities frequently.
- Incorporate quiet activities into the end of the class.
- Use noncompetitive activities as much as possible.
- Attempt to use behavior management techniques which are consistent with those of the classroom teacher.
- Use warm-up activities to stimulate the nervous system. This increases the student's receptive abilities.
- Expect students to accept responsibility for their own behavior and assist them in developing acceptable alternatives to negative behaviors.
- Choose activities that suggest initial success and that are therefore nonthreatening.
- Be aware of position. The child may need to be near the teacher.
- Check for understanding of directions by having students verbalize before attempting the task.

Mental Retardation

The teacher should:

- Use short, simple directions which are appropriate for receptive abilities.
- Check for understanding of directions by having students verbalize before attempting the task.
- Use a multisensory approach to teaching. Incorporate visual, tactile, kinesthetic, verbal, and visual stimuli whenever possible.

- Develop a system of auditory signals and encourage constant verbal communication
- Encourage the use of tactile/kinesthetic feedback
- Modify equipment, activities, and environment

Orthopedically Impaired

The teacher should:

- Obtain medical information prior to working with the student. Learn the types of activities which may be contraindicated.
- Encourage the student to develop maximum use of wheelchairs and other orthopedic devices
- Provide activities which develop skills that do not rely on confinement to wheelchairs, etc.
- Be aware that skin irritations may result from orthopedic devices
- Adapt equipment and modify rules, space, playing surfaces, etc. according to the individual's needs
- Acknowledge the students feelings and frustrations
- Teach safe techniques for falling and other general movements
- Provide additional stability to wheelchairs during throwing activities and always use safety belts during activities
- Check with other service providers, e.g., occupational and physical therapists, to ensure that the activities are compatible

Convulsive Disorders

The teacher should:

- Become familiar with the history of known epileptics including medications, specific procedures in the event of seizure activity, and known stimuli which trigger seizures
- Be aware of these common factors which aggrivate seizures: bright sunlight; overheating; hyperventilation; emotional stress due to fear, anger, or overexcitement; menstrual periods in girls; high fever; and trauma to the head.
- Develop procedures in the event a seizure does occur.

Suggested procedure:

a. Remain clam and send someone for help.

b. Help student to the floor to prevent falling and turn the student on his/her head hyperextended and face slightly downward. Place padding under the student's head.

c. Remove or loosen tight clothing.

d. Note the duration of time the seizure occurs and maintain a check for pulse and breathing.

e. If the student begins to have another attack before regaining consciousness it may signal the onset of status epilepticus. Immediately call the ambulance.

f. Do not attempt to restrain the student during a seizure.

g. Do not move the student. Move obstacles away from the student.

h. If possible, prevent the student from becoming a spectacle. Reassure onlookers and the patient.

i. Allow the patient to rest following a seizure. Take the student to the health room as soon as possible.

- Carefully supervise activities involving water, heights or bodily contact, if these are approved by the family and doctor.

Conditions Resulting In Muscular Weakness

(muscular dystrophy, multiple sclerosis, parkinsonism, cerebral palsy)

The teacher should:

- Encourage the student to participate as fully as possible. Most students know their own limitations. Encourage but do not "push beyond known limits."
- Allow students frequent rest periods.
- Encourage gentle stretching of contractures and the development of self-initiated relaxation techniques.
- Adapt skills as necessary so the student is successful in the chosen activity.

Hydrocephalus

The teacher should:

- Be aware of shunt failure signs: sleepiness, headaches, lethargy, staring into space.

- Refer to nurse if these signs persist.

- Do not put the child in an inverted position for a prolonged period of time. Check with the child's parent or pediatrician for a specific duration of time.

BASIC RHYTHMS

OVERVIEW

The activities in the basic rhythms program are divided into five classifications: movement patterns, dramatic activities, singing games, creative rhythms-dance, and rhythmic gymnastics. All of the skills in these categories are the foundation upon which the higher forms of rhythmical movements and dance are built. The activities are written according to the objectives found in the MCPS Student Performance Resource Guide.

At the beginning of the basic rhythms sections is a list of definitions of the basic locomotor and non-locomotor movements. It is important to realize that these skills are basic to all movement. Every activity, including rhythms, dance, and games, includes some aspect of these basic movements. Be sure to incorporate all of these in your program. They can be used as a warm-up to all activities.

Movement patterns include the fundamental forms of locomotion and non-locomotion. The student will explore and perfect the locomotor skills of walking, running, skipping, hopping, jumping, leaping, sliding, and galloping. The non-locomotor movements of bending, stretching, twisting, swinging, pushing, pulling, striking, dodging, rocking, lifting, and falling are introduced at the kindergarten level. They are further explored, experienced, and shaped during the primary grades.

In dramatic activities, children act out an idea, story, familiar event, or ordinary procedure. The child may take on the identity of an object and interpret it to muscial accompaniment (identification rhythms). In dramatic rhythms or story plays, children interpret stories with body movements and dramatic movement patterns. Music may accompany these activities or the teacher may narrate the story. The teacher aids in setting the stage, and the children carry the activity to its fulfillment in the event or story selected. The teacher should be careful not to set preconceived standards for the children. An idea may be expanded in many directions, and success in the activity can be judged by the degree to which the children have been able to interpret freely and creatively.

Singing games have been included in the basic rhythms section since the content utilizes the simple fundamental locomotor movements. The children sing the verses and take the movement directions from the words. Originally these singing games were passed down through the generations. They have been recorded only in the last 100 years. They are an oral history of the villages and towns in Europe.

Creative rhythms and dance activities incorporate ideas and thoughts that can be interpreted through movement and music. An atmosphere of creative freedom must be a part of each lesson. Children need to be encouraged to explore, interpret, and express in movement as they react to the rhythmical patterns.

The rhythmic gymnastics section incorporates the uses of various pieces of small equipment and musical accompaniment. Suggested objects are yarn balls, beanbags, parachute, jump ropes, balls, lummi/rhythms sticks,and ribbons/streamers.

Several skills or concepts were included in the basic section because of their application to rhythms and dance. These concepts are found at all performance levels. The children should begin practicing these during the kindergarten years and gradually expand their knowledge and ability. Tapping, clapping, stamping, and turns are examples of these skills while beat, accent, tempo, and intensity are examples of concepts.

DEFINITIONS OF LOCOMOTOR MOVEMENTS

WALKING -- The weight of the body is transferred from the heel to the ball of the foot and then to the toes for the push-off for the next step. The toes are pointed straight ahead, and the arms swing freely from the shoulder in opposition to the feet. The body is erect, and eyes are focused straight ahead at eye level. Legs are swung from the hips with the knees bent only enough to clear the foot from the ground.

RUNNING -- Running should be done lightly on the toes. Running should be controlled and not a dash for speed. Children may cover some ground on the run, or they can run in place. Running should be done with a slight body lean. The knees are bent and lifted. The arms swing back and forth from the shoulders with a bend at the elbows.

JUMPING -- Jumping, as the term is used in fundamental movements, means to take off with both feet and land on both feet. The arms aid in the jump with an upswing, and the movement of the body helps lift the weight along with the force of the feet. A jumper lands lightly on the balls of his/her feet with knees bent.

GALLOPING -- Galloping is similar to sliding, but the progress of the individual is in a forward direction. One foot leads and the other is brought up rapidly to it. The leading foot can change frequently. Since later in the rhythmic program the gallop is used to teach the polka, it is important that the children learn to change the leading foot. The leading foot can be changed after a series of eight gallops. Later, the changes can be after four gallops and finally after two gallops.

HOPPING -- In hopping, the body is sent up and down by one foot. The leaning body, the other foot, and the arms all serve to balance the movement. Hopping on one foot should not be sustained too long. Children should change to the other foot.

SKIPPING -- Skipping is actually a series of step-hops done with alternate feet. To teach a child to skip, ask him/her to take a step with one foot and then take a small hop. He/she next takes a step with the other foot and a hop on that foot. Skipping should be done on the balls of the feet with the arms swinging to shoulder height in opposition to the feet.

SLIDING -- Sliding is always done sideways. It is a one-count movement with the leading foot stepping out to the side and the other foot following quickly. A novel way to use sliding is to head in a direction with a definite number of slides and then do a half-turn in the air and continue the slides leading with the other foot but retaining the original direction.

LEAPING -- Leaping is an elongated step designed to cover distance or go over a low obstacle. Leaping is usually combined with running because a series of leaps is difficult to maintain. A one-foot takeoff propels the body upward to a landing on the opposite foot. An excellent piece to use for leaping is "Pop Goes the Weasel." The children can take a leap on the "Pop" part of the piece.

DEFINITIONS OF NON-LOCOMOTOR MOVEMENTS

BEND--A bend is a type of movement in which two adjacent body parts are brought closer together. This may occur whenever there is a hinge joint or a ball-and-socket joint.

STRETCH--A stretch is a full extension of any body part in any plane or direction.

TWIST--A twist is the rotation of a body part around its long axis. Generally the rotation is clockwise or counterclockwise.

SWING--A swing is the movement of a body part in an arc or circle around a stationary center.

PUSH--A push is a movement used to move an object to one place to another without lifting the object.

PULL--A pull is a movement used to move an object toward one's body center without lifting.

STRIKE--A strike is a strong movement of a body part for the purpose of hitting an object.

DODGE--A dodge is a quick, sudden movement of the body to avoid a moving object.

RUSH--A rocking movement is one where there is a transfer of weight from one body part to another, while the body maintains strong tension.

SWAY--A sway is similar to the rocking movement with the body more relaxed.

LIFT--A lift is a movement used to transfer an object from one place to another and sometimes from one level to another.

FALL--In the falling movement, the body position changes from sitting, knelling, or standing to a prone position.

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL K-6

OBJECTIVES	ACTIVITY	MATERIALS
The student will develop endurance, rhythmic sense, and ability. The student will use both locomotor and non-locomotor movements to enhance traditional calisthenics.	Music will enhance the teaching of traditional calisthenics. Students will be able to pace themselves during a sustained period of activity,	Suggested Albums and Manuals: And The Beat Goes On DEA 5010 And The Beatles Go On And On KEA 8080 Jumpnastics KEA 6000 Chicken Fat KIM 209 Any current popular music that is appropriate as warm-up music. **TEACHING SUGGESTIONS**

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL K-2

OBJECTIVES

The child will practice the following locomotor movements:

Walking

Running

Skipping

Hopping

Jumping

ACTIVITY

Walking Pattern Variations:

Walk forward one phrase (8 counts) and change direction at the end of each phrase.

Use high steps during one phrase and low steps during the next.

Walk forward for one phrase and sidewards during the next. The side step can be a draw step or it can be of the grapevine type.

Walk during a phrase of music and then run for an equal length of time.

Running Pattern Variations:

Run, changing direction at various times.

Lift the knees as high as possible while running.

Run and touch different spots on the floor or on the wall.

Skipping Pattern Variations:

Almost all of the combinations suggested for walking and running are useful for skipping movements. Many different combinations of skipping, walking, and running can be devised.

Hopping Pattern Variations:

Hop as a bouncing ball. Hop very high at first and gradually reduce the height.

MATERIALS

TEACHING SUGGESTIONS

OBJECTIVES	ACTIVITY	MATERIALS
	Hop along a line, crossing back and forth over the line each time.	
	Hop in different figures, such as a circle, square, triangle, etc.	
	Hop on one foot a specific number of times and then change to the other foot.	
	Turn around, hopping in place.	
	Jumping Pattern Variations:	
	Jump with the body still and arms held at the sides.	
	Jump and turn in the air. Quarter, half, and even full turns can be done in rhythm. Work gradually into full turns.	
	Combine jumping in combination with hopping, walking, running, and skipping.	**TEACHING SUGGESTIONS**
	Land with feet apart or crossed. Alternate feet, forward and back.	
	In addition, the suggestions listed for hopping can be applied to jumping.	

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL K-2

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform these non-locomotor movements: Bending Swinging Swaying Twisting Rocking Turning Pushing Pulling Falling Stretching	These non-locomotor movements offer many possibilities. The dramatic element which appeals to the child's imagination, should be exploited. A child should not just bend--he/she should bend like a tree in a heavy wind or spin like a top, etc. The teacher may guide the child's exploration of movement by making any of the following suggestions: 1. Make yourself very small; now move into a big shape. 2. Stretch very high; stretch very low, and stretch very wide. 3. Move as though you were very tall, tiny, wide, narrow, round, flat, crooked, or straight. 4. See if you can move in a different way. Make your movement bigger, smaller, faster, slower, higher, or lower. 5. Use more complicated directions such as: Go across the room using three different movements. Go across the room using three different speeds.	**TEACHING SUGGESTIONS**

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL K

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform the following locomotor skills to music:		Records:
1. Walking to music.	"Farmer in the Dell"	Happy Times
	"Teacher Who Couldn't Talk"	Creative Movement and Rhythmic Expression Ar 533
	"Gallant Ship"	Happy Times SGI
2. Jumping to music.	"Haste to the Wedding, Honest John"	Movement Fun Ar-21
	"Shake Something"	Getting to Know Myself AR 543
	"Syncopated Clock"	Coordination Skills LP 6050
3. Galloping to music.	"Music for Knights Galloping"	Classroom Rhythms, Rhythms from the Land of Make-Believe CM 1055
	"Pony Trot"	To Move is to Be KEA 8060
	"Gallop"	Fundamental Rhythms LP 3090
4. Running to music.	"Two Little Black Birds"	Happy Times SGI
	"Walk Around the Circle"	Learning Basic Skills Through Music-Vocabulary AR 521
	"Run"	Fundamental Rhythm LP 3090

OBJECTIVES	ACTIVITY	MATERIALS
5. Sliding to music.	"How Do You Do My Partner?"	*Happy Times* SGI
	"Carousel"	*Folk Dance for Fun Bowmar* B203
	"Sally Go Round the Moon"	*Happy Time* SGI
		CONTEMPORARY MUSIC
		Slide-Frame "Red Light" Gallop-Frame "Fame"
		CLASSICAL MUSIC
		The Nutcracker Suite by Tchaikovsky "Toreador Song" from *Carmen*

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL K

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform the following skills to music:		
Tapping	"Let Your Feet Go Tap, Tap, Tap" "Mechanical Man" "Girl From Ipanema" (Instrumental)	Modern Tunes for Rhythms and Instruments AR 523
Stamping	"Hickory Dickory Dock"	Clap, Snap, and Tap AR 48
	"Pause" Stamp until music stops; then freeze. Stamp again when music begins.	Movin' AR 546 Hap Palmer
	"King of the Road" (Instrumental)	Clap, Snap, and Tap AR 48
Clapping	"Listen and Do"	Learning Basic Skills Through Music Vocabulary AR 521
	"Swingin' Gently" (Instrumental)	Clap, Snap, and Tap AR 48
	"If You're Happy and You Know It"	Songs in Motion AR 694
	"Sunshine"	Modern Tunes for Rhythms and Instruments AR 523
		Contempory Music
		"Thank God I'm a Country Boy" John Denver RCA GB-10476 "9 to 5" Dolly Parton RCA VIC GB-12316

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL K

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform the following turns with a partner to music:		
One-hand	"Movin"	Movin AR 546
Two-hand	"Let the Sunshine In" (Instrumental music only)	Cooperative Activities LP 9005
Elbow	"She'll be Coming Round the Mountain"	Kindergarten Funtime
	"Little Brown Jug"	Let's Square Dance Vol. 1 LE 3000
	"Howard's Delight"	
		Movement Fun AR-21

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL 1st

OBJECTIVES	ACTIVITY	MATERIALS
The child will skip to music.	"Child's Fantasy" Use the music from the record. Have children listen to the music, and then perform.	Records: To Move Is To Be KEA 8060
	"Muffin Man"	Happy Times SG-1 Educational Activities
	"Skip to My Lou"	Singing Games SG-2 Educational Activities
	"Polly Wolly Doodle"	First Folk Dances LPM 1625
		TEACHING SUGGESTIONS

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL 1st

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform the following skills while dancing:		Records: First Folk Dances RCA LPM 1625
Tapping	"Kinderpolka"	
Clapping		
Stamping	"Chimes of Dunkirk"	Folk Dances for Fun RCA LPM 1624

TEACHING SUGGESTIONS

As a lead-up Activity, us "Hand Jive" from the record Clap, Snap, Tap, AR 48.

For additional music suggestion, see kindergarten objective on tapping, stamping, and clapping.

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL 1st

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform the following non-locomotor movements to music:		Records:
Bending	"Saturnian Bird"	To Move Is to Be KEA 8060
Swinging	"Cool Move"	To Move Is to Be KEA 8060
	"Put Your Hand in the Hand"	Cooperative Activities 9005
Swaying	"Far East Blues" "Gentle Sea"	Movin' AR 546
Twisting	"Far East Blues"	Movin' AR 546
	"Andromeda Calling"	To Move Is To Be KEA 8060
Rocking	"Far East Blues"	Movin' AR 546
Turning	"Spatial Blues"	To Move Is To Be KEA 8060
Pushing	"I'd Like to Teach the World to Sing"	Cooperative Activities 9005
Pulling	"I'd Like to Teach the World to Sing"	Cooperative Activities 9005
Falling	"March of the Clowns"	Modern Tunes for Rhythms and Instruments AR 523
Stretching	"Dance of The Piraeus"	To Move Is to Be KEA 8060

OBJECTIVES	ACTIVITY	MATERIALS
	The student can perform all the non-locomotor skills to contemporary and/or classical music.	Contemporary Music Dave Brubeck Quartet Persuasive Percussion Instruments Command Records RS33808 Classical Music The Peer Gynt Suite by Grieg The Grand Canyon Suite by Grofe

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL 2nd

OBJECTIVES	ACTIVITY	MATERIALS
The child will leap and hop to music.	Hopping "Child's Fantasy"	Records: To Move Is to Be KEA 8060
	"Band 7 Hop"	Fundamental Rhythms for the Younger Set Kimbo LP 3090
	"Acapulco"	Coordination Skills Kimbo LP 6050
	"Walk Around the Circle"	Learning Basic Skills Through Music Vocabulary AR 521 by Hap Palmer
	Leaping Music for Elves of Leaping"	Classroom Rhythms, Rhythms from the Land of Make-Believe CM 1055
	"La Giaconda"	Movement Fun AR-21 by Paul Smith
	For variation the student can perform leaps and hops to contemporary and classical music.	CONTEMPORARY MUSIC Hopping--The Wiz "Ease on Down" MCA 6010 Leaping--Spirit "Departure" Columbia PC 34241
		CLASSICAL MUSIC The Nutcracker Suite by Tchaikovsky Disneyland 1243 "The Russian Dance"

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL 2nd

OBJECTIVES	ACTIVITY	MATERIALS
The child will show through body movement the following elements of music:		
Tempo	Play various songs and have students walk or run in time to the different music.	Classroom Rhythms, Rhythms from the Land of Make-Believe CM 1055
Intensity	"Happy Together" and "It's a Small World"	Mod Marches by Hap Palmer AR 527
	Have students march in time to music.	
Beat and accent	"Sunshine" and "Main Street Parade" Student walk in time to the music and then stamp on the accented beat.	Modern Tunes for Rhythms and Instruments by Hap Palmer AR 523
		Classical Music
		Running--Hungarian Dance by Brahms
		Contemporary Music
		Marching--"76 Trombones;" The Music Man Any Sousa Marches

UNIT Basic Rhythms

CONTENT AREA Movement Patterns

GRADE LEVEL 3rd

OBJECTIVES	**ACTIVITY**	**MATERIALS**
In time with the music, the child will combine locomotor and non-locomotor movements into a sequence having a beginning, a middle, and an end.	"Tipsy" Scatter formation or circle formation Introduction-16 counts Slow gallop right--4 times Slow gallop left--4 times Squat (shallow knee bend) 7 times Pause 1 count Step-hop forward 8 counts alternating feet Step-hop backward 8 counts alternating feet Pause 2 counts Alternate heel touches 8 counts Sway 8 counts Repeat heel touches and swaying Step-hop forward 8 counts Step-hop backward 8 counts Pause 2 counts Slow gallop right 4 Slow gallop left 4 Squat 7 times Bow	Record: Movin" Hap Palmer AR 549 **TEACHING SUGGESTIONS**

UNIT Basic Rhythms

CONTENT AREA Dramatic Activities

GRADE LEVEL K-2

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The child will be able to take on the identity of an object and proceed to interpret this identity to the accompaniment of the rhythm used.	The basis of this type of rhythmic activity is imitation or the idea of becoming something. The child takes on the identity of the object and interprets it to the rhythm accompaniment. Suggested objects for this activity are: 1. Animals: elephants, ducks, seals, chickens, rabbits, snake 2. People: soldiers, clowns, firemen, sailors, workers 3. Play objects: swings, see-saws, rowboats, balls, toys 4. Make-believe world: fairies, dwarfs, witches, dragons 5. Machines: trains, planes, automobiles, elevators, tractors	Records: Creative Movement and Rhythmic Expression by Hap Palmer AR 533 Moving Game, Part I and Part II Classroom Rhythms, Rhythms from the Land of Make-Believe CM 1055 Animal Rhythms CM 1044 **TEACHING SUGGESTIONS** Have the child interpret the identity to the accompaniment of a rhythm source, e.g., tom-tom, record, drum, or piano.

UNIT Basic Rhythms

CONTENT AREA Dramatic Activities

GRADE LEVEL K-2

OBJECTIVES	ACTIVITY	MATERIALS
The child will be able to act out a familiar event to music	Building a house, garage, boat acting like animals	Record: RCA Dance-a-Story: Noah's Ark LE 102
	Making snowmen, galloping, acting animal parts	Magic Mountain LE 103
	Paddling a canoe, walking through a forest	The Brave Hunter LE 105
		Record: Educational Record Sale Young People's Records 10009-A:
	Circus activities	"I Am a Circus"
	Beach activities	"Castles in the Sand"
	Playing outside	"Out-of-doors"
		Records:
The child will act out folk tales	Nyame's Well (Ghana)	Ashanti Folk Tales from Ghana Folkways Records SC 7710
	The Mountains (Mexico)	Multicultural Folktales KEA 1160
The child will be able to act out familiar stories	The Three Bears The Three Pigs Black Beauty Cinderella Rumpelstiltskin The Shoemaker and the Elves The Pied Piper Mother Goose poems Henny Penny The Sleeping Beauty The Town Musicians Peter Pan Peter Rabbit The Little Red Hen	

TEACHING SUGGESTIONS

1. Read the book to familiarize students with the story.
2. Discuss vocabulary.
3. Evaluate at the end of class by asking students to recall actions.

UNIT Basic Rhythms

CONTENT AREA Dramatic Activities

GRADE LEVEL K-2

OBJECTIVES	ACTIVITY	MATERIALS
The child will demonstrate an ability to move creatively.	The Overnight Hike (An Imagination Play) 1. Today, we are going on a hike. What are some of the things we need to take? (Children will suggest various articles which should be included.) 2. We are going to roll our packs into a nice, neat bundle. Put down your tarp first; next arrange your blankets or sleeping bags and put the rest of your things in. Now let's roll the pack and tie it up. Don't forget the tents. (Children lay our packs, roll, and tie them up.) 3. Off we go. (Children march two by two around the room, carrying packs.) 4. Time to rest. (All remove packs and sit down.) 5. Off again. (Resume marching.) 6. Make trail markers so we can find our way back. (Children make trail markers in various manners; arrange stones for markers.) 7. Here we are. Pick out a good spot for the tents and put them up. (Cut stakes and poles. Drive stakes and put up tents.	**TEACHING SUGGESTIONS** Use of the students' imagination will widen the scope of the dramatic activity.

OBJECTIVES	ACTIVITY	MATERIALS
	(Cut stakes and poles. Drive stakes and put up tents. Arrange beds.)	
	8. We need lots of wood for the campfire. Will you see what you can find? (Children go out and drag in logs and wood. Some cutting may be needed.)	
	9. Build the fire and broil the hot dogs. (Children do as directed.)	
	10. Bugle call (Children go to one side, brush their teeth, wash up, and then turn in. They crawl in the tent, cover themselves carefully, and go to sleep.)	**TEACHING SUGGESTIONS**

UNIT Basic Rhythms

CONTENT AREA Dramatic Activities

GRADE LEVEL K-3

OBJECTIVES	ACTIVITY	MATERIALS
The child will: imitate a teacher's action cooperate in a group activity speak and move to a rhythmic beat	Bear Hunt Group sits in a circle Children repeat after teacher and do motions exactly like teacher after he/she has spoken Teacher: Let's go on a bear hunt. (Hands alternate hitting legs as if walking) Children: Let's go on a bear hunt. Teacher: OK, let's go! Children: OK, let's go! Teacher: There's a tree. Children: There's a tree. Teacher: Can't go over it. Children: Can't go over it. Teacher: Can't go under it. Children: Can't go under it. Teacher: Have to climb it. Children: Have to climb it. Teacher puts hands around pretend tree and pretends to climb hands up and then down the tree. (Have children continue to repeat directions, are listed here.) Teacher: There's a swamp. Can't go over it. Can't go under it. Have to walk through it. Teacher makes a displeased face, spreads her hands out in front of her and then pulls her hands up to signify walking with shoes that are sticking in the mud. She also makes a sloshing sound every time her hands lift up out of the mud. Children do the same. Teacher: There's a river. Can't go over it. Can't go under it. Have to swim through it.	

OBJECTIVES	ACTIVITY	MATERIALS
	Teacher then swims by using arms in a crawl stroke. Children do the same. They then make a walking sound with hands on legs. Teacher: There's a cave. Can't go over. Can't go under it. Gotta go in it. (touching the wall) It's cold. and wet and furry It's the Bear!! Then you repeat the entire series of tasks in reverse at a faster speed until you return home and say, "Ah, Home At Last."	
		TEACHING SUGGESTIONS

UNIT Basic Rhythms

CONTENT AREA Singing Games

GRADE LEVEL K

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The child will perform a singing game, without a partner, in a scattered formation.	"Hey, Betty Martin"	Happy Times SG-1
	"Head, Shoulders, Knees, and Toes"	Happy Times SG-1
	"This is the Way the Lady Rides"	Happy Times SG-1
	"Sally Go Round the Moon"	Happy Times SG-1
		TEACHING SUGGESTIONS

UNIT Basic Rhythms

CONTENT AREA Singing Games

GRADE LEVEL K

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The child will be able to perform a line dance.	"A-Hunting We Will Go"	Singing Games #202 Bowmar
The child will be able to perform a singing dance.	"The Thread Follows the Needle"	Singing Games and Folk Dances #203 Bowmar

UNIT Basic Rhythms

CONTENT AREA Singing Games

GRADE LEVEL 1st

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The child will participate in dramatizations and singing games.	"Head, Shoulders, Knees, and Toes"	Happy Times SG 1
	"Looby Lou"	Happy Times SG 1
	"Grandpa Builds a Table"	Creative Movement and Rhythmic Expression AR 533
	"Jolly Is the Miller"	Singing Games SG 2
		TEACHING SUGGESTIONS

Teaching Hints for Create-A-Dance

These lesson plans can be used to evoke a variety of movement patterns from folk dance to aerobic dance.

At the beginning of the lesson give students:

1. The focus for the day: to end up with a finished dance pattern which the group can perform for the class. Stress group cooperation.

2. The time schedule (for a one-period lesson):

   a. 5 minutes for directions and explaining assessment procedures.

   b. 20-30 minutes

      1) 15 minutes for creating a pattern
      2) 5-15 minutes to practice and rehearse and perfect

   c. 15-30 minutes for performances and student rating system.

3. The Assessment Procedure for Create-a-Dance:

   1. Come come up with anything but giggles
   2. Did not finish; not everyone knew the routine but they worked for the full creating part of the class
   3. Finished; everyone knew the routine but were not synchronized; short and repetitive; copies something from the media that they had seen
   4. Finished; most were synchronized; creative use of space and students; captured the flavor of music
   5. Finished; all were synchronized; captured the flavor of the music; creative use of space and students

UNIT Basic Rhythms

CONTENT AREA Creative Rhythms/Dance

GRADE LEVEL 3-6

OBJECTIVES	ACTIVITY	MATERIALS
The student will create a routine using locomotor and non-locomotor movements.	Provide each child with paper and pencil. A large rectangle representing the floor space should be drawn on the paper. Discuss locomotor/non-locomotor movements. Discuss use of floor space. Show students this sample: 1. Pause on tiptoe 2. Gallop to corner 3. Turn 4. Knee scale 5. Dance to middle 6. Twist 7. Skip 8. Turn 9. Leap to corner 10. Shake 11. Skid to corner 12. Pose Have student practice the sample. Have children create and record their routines.	1. Paper 2. Pencil 3. Sectioned floor areas **TEACHING SUGGESTIONS**

UNIT Basic Rhythms

CONTENT AREA Creative Rhythms/Dance

GRADE LEVEL 4th

OBJECTIVES	ACTIVITY	MATERIALS
The student will create and practice a sequence/dance to music with a partner. The student will respect excellence of physical performance. The student will participate willingly in activities selected by others.	Create-a-Dance Students will have a partner. Use any of the records listed. Music can be chosen by student or teacher, but the activity works best when all the children are using the same music. This way the song can be played over and over as students create and practice their dance. On a chalkboard or paper, list locomotor and nonlocomotor movement that students must use in their dance pattern. Example: turn, leap, skip, bend, step, hop, twist Give students 5 minutes for directions, at least 15 minutes for creating and practicing, and, if desired, some time for performing for the class.	Records: Jackie Sorensen Presents Elementary Aerobic Dancing DEA 1126 "Jump, Shout, Boogie" "Star Wars" "Happy Days" (Instrumental only) And the Beatles Go On and On for Physical Education KEA 8080 "Ob-La-Di" "Got to Get You Into My Life" And the Beat Goes On and On for Physical Education KEA 8080 And the Beat Goes On KEA 5010 "One" from A Chorus Line Columbia PS 33581 New York, New York by Frank Sinatra Reprise Records GRE 0122

TEACHING SUGGESTIONS

1. This activity can be done over two or more class periods or as an assignment if a more elaborate dance product is desired.
2. This activity of: Create-a-Dance can be done using folk dance or square dance movements in place of the locomotor and non-locomotor movement.
3. There are many current popular dance steps that can also be used in addition to those listed.
4. For suggestions of movements, see section on Fundamental Skills or Aerobic Dance.
5. After performing its pattern, each group is rated by a hand vote for a score as listed in the overview. Teacher may want to rate also.

UNIT Basic Rhythms

CONTENT AREA Creative Rhythms/Dance

GRADE LEVEL 5th

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The student will create and practice an intricate sequence/dance to music. The student will respect excellence of physical performance. The student will participate in activities selected by others.	"Create-a-Dance" Each student has a partner. Use any of the listed records. Music can be chosen by the student or the teacher, but the activity works best when all the children are using the same music. This way the song can be played over and over as students create and practice their dance. On a chalkboard or paper: List locomotor and non-locomotor movements that students must use in their dance pattern. Example: Lunge, step-hop, jump, turn, run, turn, and clap Give students 5 minutes for directions, at least 15 minutes for creating and practicing, and, if desired, some time for performing for the class.	Records: Jackie Sorensen Presents Elementary Aerobic Dance KEA 1126 "Jump, Shout, Boogie" "Star Wars" "Happy Days" (Instrumental only) And the Beatles Go On And On for Physical Education KEA 8080 "Ob-La-Di" "Got to Get You into My Life" And the Beat Goes On for Physical Education KEA 5010 And the Beat Goes On A Chorus Line "One" Columbia PS 33581 New York, New York by Frank Sinatra Reprise Records GRE 0122 Nutcracker Suite by Tchaikovsky "Waltz of the Flowers"

TEACHING SUGGESTIONS

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1. This activity can be done over two or more class periods or as an assignment if a more elaborate dance product is desired.
2. This activity of: Create-a-Dance can be done using folk dance or square dance movements in place of the locomotor and non-locomotor movement.
3. There are many current popular dance steps that can also be used in addition to those listed.
4. For suggestions of additional movements, see sections on folk dance and Aerobic dance.
5. Patterns can be made more intricate by limiting the repetition of movements or increasing the length of music.
6. After performing its pattern, each group is rated by a hand vote for a score as listed in the overview. Teacher may want to rate also.

UNIT Rhythms

CONTENT AREA Rhythmic Gymnastics

GRADE LEVEL K-6

OBJECTIVES	ACTIVITY	MATERIALS
1. The student will understand the purpose of warm-up activities. 2. The student will perform warm-up activities prior to performing.	In scattered formation, the students should jog and perform combinations of locomotor movements to stimulate the cardiovascular system. Stretching activities should begin with the large muscle groups and proceed to the hips, shoulders, upper and lower back, wrists, fingers, and ankles. Each activity period should include 3 to 5 minutes of warm-up exercises.	**TEACHING SUGGESTIONS** Refer to Sports Skills and Conditioning, Grades K-6 for specific activities.

UNIT Bacis Rhythms

CONTENT AREA Rhythmic Gymnastics-Yarn Balls/Bean Bags

GRADE LEVEL K-3

OBJECTIVES	ACTIVITY	MATERIALS
KINDERGARTEN		
1. Using a yarn ball, the child will practice rolling and catching in time to music.	"And I Love Her" 1. Roll ball on floor from side to side 2. Throw ball from side to side	Coordination Skills LP 6050 1 yarn ball per child
KINDERGARTEN-FIRST		
2. Using a yarn ball or beanbag, the child will practice throwing and catching in time to music.	"Syncopated Clock" 1. Throw and catch ball or bag. 2. Repeat but faster. 3. Repeat, but catch with one hand.	Coordination Skills LP 6050 1 yarn ball or beanbag per child
KINDERGARTEN-THIRD		
3. Using a yarn ball or beanbag, the child will practice throwing and catching, with either hand, in time to music.	"Surrey With The Fringe On Top" 1. Throw with one hand and catch ball or bag with both hands. 2. Change throwing hands. 3. Throw and catch with the same hand.	Coordination Skills LP 6050 1 yarn ball or beanbag per child
FIRST-THIRD		
4. Using a beanbag or yarn ball, the child will throw and catch with a partner.	"And I Love Her" 1. Partners stand about 6' apart. 2. Throw underhand with one hand; catch with two hands. 3. Repeat using the other hand to throw.	Coordination Skills LP 6050 1 yarn ball for 2 students

UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Parachute

GRADE LEVEL K-2

OBJECTIVES	ACTIVITY	MATERIALS
The child will develop basic motor skills, a sense of rhythm, group cooperation skills, and listening skills.	Discuss different grips with students:	RECORD:
	1. Overhand grip--palms down 2. Underhand grip--palms up 3. Combination grip--one palm up, one palm down	Rhythmic Parachute Play Kimbo LP 6020
	Make an even circle around parachute and allow children to touch it. Discuss sensory aspects of the parachute.	Parachute Lightweight balls
	All of the following activities can be done to music on the record:	
	"Ripple and Waves" Shake the chute following the directions of the caller on record.	**TEACHING SUGGESTIONS**
	"Umbrella"	ADDITIONAL RESOURCES:
	Hold parachute. On a signal raise chute overhead and hold. Lower on signal.	Chute The Works KEA 9095 Pop Rock Parachute KEA 6025
	"The Mountain" Raise as in the umbrella. Lower quickly on a signal and hold tightly to floor.	Parachute Activities With Folk Dance Music DEA 9090
	"Inside the Mountain" Raise chute. Take one step under and lower quickly. Hold tightly to floor from inside. Come out on signal.	

OBJECTIVES	ACTIVITY	MATERIALS
	"Popcorn" Place light balls on chute. Shake chute as in "Ripples and Waves." Balls will "pop." Select one or two children to chase stray balls. Other parts of this ablum may be used as children develop their skills and listening techniques.	

UNIT Rhythms

CONTENT AREA Rhythmic Gymnastics-Jump Ropes

GRADE LEVEL 2-6

OBJECTIVES	ACTIVITY	MATERIALS
The student will practice a variety of jump rope skills.	Have the students scattered about the room. If they are not familar with these skills they will need to be taught. Refer to previous activity sheets for basic skills. Practice jumping: 1. Use various locomotor patterns. 2. Do crossing. 3. Do double and triple jumps. 4. Use various dance steps, schottische, polka, bleking. 5. Do partner jumps. Practice these rope swings: 1. Sit and swing. 2. Swing in a figure-eight pattern. 3. Swing the rope, open it, and jump. 4. Swing in different rhythms. Practice different balancing. Assume a balance position. The ends of the rope are held with the hands. The rope passes around a body part to form an interesting shape.	One 3/8" rope 8 to 10' in length per child Appropriate music **TEACHING SUGGESTIONS** When the rope swings are performed, the rope should be doubled.

OBJECTIVES	ACTIVITY	MATERIALS
	Have the student perform the following routine[2]: 1. Four forward jumps in place while the body turns one 360° circle 2. Eight running steps (one rope turn per step) 3. With folded rope, figure eight on one side and figure eight on the other 4. Backward rope turn four times while jumping and body turns 360° in place 5. Eight skips forward 6. Arabesque 7. With folded rope, figure eight overhead, toss and catch 8. Run, run, run, leap, run, run, run, leap 9. Fold rope and swing around the body Divide the group into partners or small groups. Have them create a routine with these components[3]: 1. jumping 2. swinging 3. tossing and catching Use different levels. Keep the rope moving.	

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[2] John Bennett, workshop on rhythmical gymnastics June 27, 1984

[3] Ibid.

UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Jump Ropes

GRADE LEVEL 3rd

OBJECTIVES	ACTIVITY	MATERIALS
Using a short jump rope, the child will perform a sequence having at least four different movements in time to music.	Rope Jumping Routines: "Pop Goes The Weasel" 1. 4 double jumps with 4 forward swings 2. 2 double hops right 2 double hops left with 4 forward swings 3. 8 jumps in place/8 fast swings 4. 4 hops on right, and 4 hops on left, with 8 fast swings	Record: Rhythmic Rope Jumping KIM 4001 Refer to instruction with records for additional information. 1 rope per child
	"Entry of the Gladiators" Skills: 1. Side straddle (8 times) 2. Front/back jump (8 times) 3, Wobble (8 times) 4. Alternating hops (8 times) 5. Heel to heel (8 times) Allow child to learn routines without rope and then add jump rope.	Jump Aerobics KIM 2095 Refer to instruction with records for additional information. 1 rope per child
The child will create his/her own sequence of rope jumping, which includes at least four different movements.	Teacher should select music from one of the following albums: - Rope Jumping and Ball Handling - Movin' - And The Beat Goes On for Physical Education	**TEACHING SUGGESTION** A list of rope jumping skills can be found in the MCPS Perceptual-Motor Resource Guide, Appendix A-7, pp. 35-36.

JUMP ROPE RHYMES

A. Down in the valley where the green grass grows,
There sat Tammy as sweet as a rose;
She sang, she sang, she sang so sweet,
Along came Tommy and kissed her on the cheek.
How many kisses did she get?
1, 2, 3, 4, (until the jumper misses)

B. Cinderella, dress in yellow,
Went downtown to meet her fellow.
How many flowers did he give her?
1, 2, 3, 4, etc. (until the jumper misses)

C. I like coffee, I like tea,
How many people really like me?
1, 2, 3, 4, etc. (until the jumper misses)

D. Bread and butter,
Sugar and spice,
How many people think I'm nice?
1, 2, 3, 4, etc. (until the jumper misses)

E. Teddy bear, teddy bear, turn around,
Teddy bear, teddy bear, touch the ground;
Teddy bear, teddy bear, read the news,
Teddy bear, teddy bear, shine your shoes;
Teddy bear, teddy bear, go upstairs,
Teddy bear, teddy bear, say your prayers;
Teddy bear, teddy bear, turn out the lights,
Teddy bear, teddy bear, say G-O-O-D-N-I-G-H-T.

UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Balls

GRADE LEVEL K-3

OBJECTIVES	ACTIVITY	MATERIALS
KINDERGARTEN-FIRST The child will perform ball skills to music.	"Beautiful Ohio" "Carousel" or other appropriate music • Children are scattered about the room. • Discuss the tempo of the music. • Perform toss and catch, side to side roll, and drop and catch.	Record: Movement Fun Record: RCA First Folk Dances 1 ball per child
FIRST-SECOND The child will perform ball skills to music.	"Pop Goes the Weasel" "Hippity Hop to the Barber Shop" or other appropriate music • Children are scattered about the room. • Discuss the tempo of the music. • Perform toss and catch, drop and catch, and dribble.	Record: Movement Fun 1 ball per child
SECOND-THIRD The child will perform a sequence of four skills with music.	"Dixieland" "Fugue for Tinhorns" or other appropriate music • Children are scattered about the room. • Discuss such skills as drop and catch, roll, dribble, toss and catch above head, toss and catch side to side, rebounds from body, and swings while holding ball. • Have student select four different skills and perform to music.	Record: Rope Jumping and Ball Handling Record: Jump Aerobics 1 ball per child OTHER SOURCES Ball Gymnastics KIM 4031

UNIT Rhythms

CONTENT AREA Rhythmic Gymnastics-Balls

GRADE LEVEL 2

OBJECTIVES

The child will practice throwing and catching, bouncing, rolling, and swinging a ball in time to music.

ACTIVITY

Have the students scattered about the room. Pose the following questions to the students. Allow time for good responses to be developed. Additional questions may be needed to guide some students into appropriate responses.

Throwing and Catching

1. Can you throw the ball with two hands? With one?
2. Can you catch it with two? With one?
3. Can you throw the ball from front to back? From side to side?
4. Can you catch the ball on the back of your hands?
5. Can you throw the ball a short distance, run, and catch it?
6. Can you do the same thing but leap before catching?
7. Can you throw it, turn and catch? Can you try a different turn?

Bouncing

1. Can you drop the ball with an arm swing?
2. Can you bounce the ball while you are sitting? Kneeling? Standing?

MATERIALS

One 7" to 8½" ball per child

Appropriate music in 4/4 time

TEACHING SUGGESTIONS

Each problem can be further developed by having the child explore the concepts of speed and level.

OBJECTIVES	ACTIVITY	MATERIALS
	3. Can you bounce the ball rhythmically? (Use quarter notes, eigth notes, half notes.)	
	4. Can you bounce the ball and turn? Can you turn other ways and keep the ball bouncing?	
	5. Can you bounce the ball under your leg?	
	6. Can you bounce the ball while moving? Did you jump? walk? gallop? skip? run?	
	7. Can you bounce the ball and change movements every four bounces?	
	Rolling	
	1. Can you roll the ball on the floor? Kneel and roll the ball? Can you roll it while you're lying down? What about rolling while you're doing a V-sit?	
	2. Can you roll the ball, and run beside it? Can you try rolling, while running and leaping?	
	3. Can you roll the ball on your arm? From one arm to the other? On your legs? Across your back?	
	(NOTE: Sub-cues should involve different speeds.)	

OBJECTIVES	ACTIVITY	MATERIALS
	Swinging 1. Can you swing the ball forward and backward? 2. From side to side? 3. Can you swing the ball in a figure-eight pattern, holding the ball with one hand? With two hands? 4. Can you move the ball around your body? Around another part of your body? Have the students perform the following routine to appropriate music.[4] 1. Body wave toss and catch 2. Eight running steps with four bounces 3. Balance 4. Swing figure eight 5. Roll the ball on the floor and travel beside it. 6. Pick the ball up--body wave toss and catch 7. Bounce from side to side. 8. Four running steps with one toss and catch, ending in a balance	

OBJECTIVES	ACTIVITY	MATERIALS
	Divide the students into partners or small groups. The group's routine[4] should consist of: 1. throwing and catching bouncing swinging balancing rolling 2. different levels 3. at least two ball exchanges	

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[4] John Bennett, workshop on rhythmic gymnastics June 27, 1984

UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Balls

GRADE LEVEL 2-3

OBJECTIVES	ACTIVITY	MATERIALS
The child will dribble, throw, and catch to a rhythmical pattern.	Teach these words to the tune of "Hokey Pokey": Bounce the ball in (dribble) Bounce the ball out (dribble) Bounce the ball in (dribble) Shake it all about (dribble while turning around) Do the Hokey Pokey, Do the Hokey Pokey (dribble while turning around) That's what it's all about. (Throw ball up, clap on all, catch the ball.)	Music-"Hokey Pokey" one 8½" ball per child
		TEACHING SUGGESTIONS
		1. Have the children practice dribbling the ball. 2. Have the children perform the regular Hokey Pokey. 3. Have the children perform the new activity.

UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Ribbons/Streamers/Wands

GRADE LEVEL K-6

OBJECTIVES	ACTIVITY	MATERIALS
		Record:
The student will use ribbons/streamers in time to music.	"Midnight Moon" "Gentle Sea" "Enter Sunlight" "Twilight"	Movin' AR 546
	"Bicycle Built for Two" "Sidewalks of New York"	Rope Jumping and Ball Handling B 2058
	1. Choose music from above selections or other appropriate music.	
	2. Play the music and ask the students to perform these movements. • Make your streamer fly high. • Make your streamer fly on one side of your body. • Make your streamer fly on the other side. • Make shapes with your streamer in front of you and then over your head. • Write your name with your streamer. • What else can you do with your streamer?	1 streamer/ribbon per child
	3. Have children find a partner. One partner takes both streamers, one in each hand. Tell the students: • Make both streamers fly high. • Make both streamers sly low. • Make the streamers go in opposite directions. • What else can you do with both streamers?	

OBJECTIVES	ACTIVITY	MATERIALS
	"Ribbon Dance" The patterns are as follows: - overhead - front clockwise - right side - left side - figure eight front - figure eight side to side - front counterclock wise Select appropriate music. Discuss patterns already learned. Listen to music, discussing phrasing. Have children work on sequences. Select some sequences for class demonstration.	Record: Chinese Ribbon Dance Twinson Company **TEACHING SUGGESTIONS** Children should not be so close that streamers will hit another child.

UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Ribbons/Streamer

GRADE LEVEL 2-6

OBJECTIVES	ACTIVITY	MATERIALS
The student will practice activities using a ribbon/streamer.	Scatter the students about the area, making sure that there is enough distance between them for streamers not to tangle. Have the students practice the following skills: 1. swing movements--forward, backward, overhead 2. swinging while performing locomotor movements 3. circling movements--in frontal, sagittal, horizontal planes 4. figure-eight movements 5. spirals--vertical, frontal, increasing circles, decreasing circles 6. serpentine movements--horizontal, vertical	One streamer or ribbon (attached to stick or dowel) approximately 10' long for each child Appropriate music
With a partner, the student will create a ribbon routine that they will perform together.	Have students select partners. Working together, they create a routine[5] that consists of: 1. serpentines 2. figure eights 3. spiral swings 4. circling 5. left- and right-hand movements	

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[5] John Bennett, workshop on rhythmic gymnastics June 27, 1984

OBJECTIVES	ACTIVITY	MATERIALS
	Have the students perform the same skills using two ribbons, one in each hand.	
The student will perform a routine with a ribbon.	Have the student perform this routine[6]: 1. Figure eights on both sides of the body. 2. Circle and run eight steps. 3. Toss and catch. 4. Serpentine and turn 5. Run eight steps while spiraling on the floor. 6. Toss and catch. 7. Swing big circles in sagittal plane on both sides. 8. Vertical serpetine up and down and pose/balance.	TEACHING SUGGESTIONS * Caution children to do the toss and catch softly, and not too high.

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[6] John Bennett, workshop on rhythmic gymnastics June 27, 1984

UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Lummi Sticks

GRADE LEVEL K-2

OBJECTIVES	ACTIVITY	MATERIALS
Kindergarten		Record:
The child will strike sticks to music.	"The Wizard of Oz" standing in circle tap sticks skip push-tap	Simplified Lummi Stick Activities KIM 2015
	"Sesame Street" standing facing partner bend-tap tap-front tap-back tap-partner heel-tap front-tap shake	Two lummi sticks or rhythm sticks for each child
	"Music, Music, Music" scattered tap-above head tap-low tap under knee tap front kick-tap foot	
First Grade		
The child will strike sticks together and on the floor in time with music.	"It's A Small, Small World"	Simplified Lummi Stick Activities KIM 2015
	"Mickey Mouse March"	Simplified Lummi Stick Activities KIM 2015

OBJECTIVES	ACTIVITY	MATERIALS
Second Grade		
With a partner, the child will execute a pattern of striking sticks and passing them in time.	"Pass-the-Stick Game"	Rhythm Stick Activities AR-55 Henry "Buzz" Glass and Rosemary Hallum
	"Far East Blues" "Jamaican Holiday" "Funky Penguin"	Movin' by Hap Palmer AR 546

UNIT Basic Rhythms

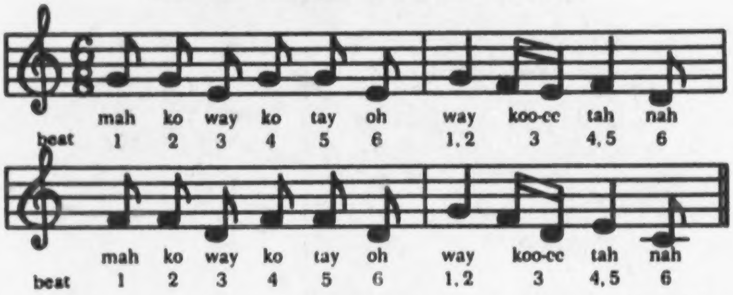
CONTENT AREA Rhythmic Gymnastics-Lummi Sticks

GRADE LEVEL 3-6

LUMMI STICKS

Objective: The student will perform the traditional lummi stick pattern while singing the accompaning chant.

KOO-EE
The LUMMI STICK Chant


mah ko way ko tay oh way koo-ee tah nah
beat 1 2 3 4 5 6 1,2 3 4,5 6
mah ko way ko tay oh way koo-ee tah nah
beat 1 2 3 4 5 6 1,2 3 4,5 6

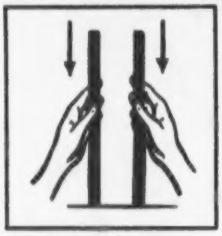
The proper procedure is to learn the chant "Koo-ee" first so that it can be chanted automatically from memory and in no way interfere with the hand action. However, while learning the chant, the player should at the same time tap out the beat by clapping his hands or tapping the Lummi Sticks. If the chant and the beat are learned first, it is much easier to adapt the pattern to the chant, since each action requires one beat, and each pattern is made up of several actions.

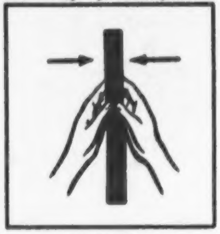
For beginners, "Lummi Sticks" must be played in sets of twos. Partners sit cross-legged on the floor (Indian style) facing each other about two feet apart. Play with four can only be done when partners have mastered the basic patterns.

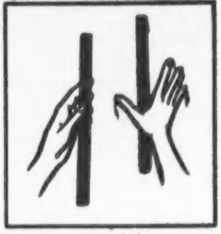
In play with four, players sit in a square with partners facing each other. Each set of partners plays independently of the other in the foursome. Play is exactly the same as with two except that one couple starts play on the first beat of the chant (mah) whereas the other couple starts on the third beat (way); however, all sing the same words together.

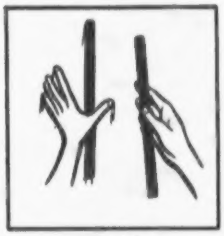
ACTIONS

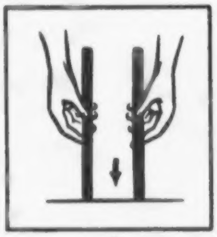
An action is a single movement of the Lummi Sticks done simultaneously by each partner and performed to one beat.

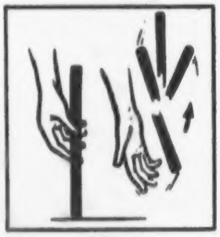

tap down

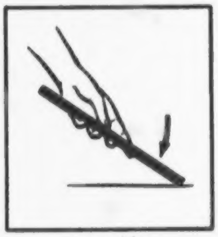

tap together

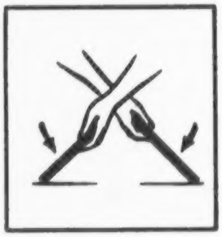

toss right


toss left


tap front


flip


tap side


cross tap

PATTERNS

A pattern is made up of several actions done consecutively. Each pattern is repeated as many times as is necessary to use up all 24 beats of the chant before going on to the next pattern.

1. tap down – tap together – toss right
   tap down – tap together – toss left.
   (repeat 4 times)

2. tap down – tap together – toss right – toss left.
   (repeat 6 times)

3. tap front – flip –
   tap down – tap together – toss right – toss left.
   (repeat 4 times)

4. tap side – flip – tap front – flip –
   tap down – tap together – toss right – toss left.
   (repeat 3 times)

5. cross tap – flip – cross tap –
   tap side – flip – tap side* –tap front – flip –
   tap down – tap together – toss right – toss left.
   (repeat 2 times)

*an extra side tap is added to make 24 beats.

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UNIT Basic Rhythms

CONTENT AREA Rhythmic Gymnastics-Hoops

GRADE LEVEL 3-6

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The student will practice a variety of movements with a hoop.	Scatter the students about the room, each one with a hoop. Discuss grips: one-hand, two-hand, two-hand mixed. Discuss planes: frontal, sagittal, horizontal. Practice swings: 1. across front of body (change hands); across back of body (change hands) 2. around the body 3. front to back 4. overhead 5. figure eights Practice different poses and balances. Students should change levles. Practice rolling: 1. in front 2. run, roll, and move 3. in a circle, with backspin 4. on and around different body parts Practice throwing and catching 1. with one and two hands 2. overhead from in front, overhead from behind body	One plastic hoop 30"-36"diameter for each student Appropriate music **TEACHING SUGGESTIONS** 1. Allow the students to experiment with different ways to move the hoop before beginning the lesson. 2. Begin with music as background. Then have student change activities as phrasing changes.

OBJECTIVES	ACTIVITY	MATERIALS
	3. with a leap between 4. with a partner	
The student will perform a hoop routine.	Have the students perform this routine[7]: 1. Do four steps and four jumps 2. Toss and catch and swing into a balance position. 3. Swing and toss; swing and toss. 4. Roll and follow for eight counts. 5. Catch and swing into a pose. 6. Swing into a floor spin. 7. Catch and circle the body. 8. Assume a pose/balance.	
With a partner or in a small group, the student will create and perform a hoop routine.	Have the students work with a partner or in a small group to create a routine with these categories: 1. swinging turning circling throwing and catching rolling jumping 2. The routine must have different planes, two exchanges, and different levels	

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[7] John Bennett, workshop on rhythmic gymnastics
June 27, 1984

DANCE

GENERAL TEACHING METHODS FOR DANCE

There is no best way of teaching rhythmic activities. The method the teacher uses will depend upon the age of the children, their previous experiences, and the difficulty of the dance that is being introduced. It is important that the dance not be too difficult for the children.

At the beginning, the use of dances that do not require partners is most helpful. When children become more at ease, the problem of securing partners will be lessened.

Most of the dances may be practiced in an open formation without partners. Have students practice the steps alone; then allow partners to pair with anyone. Then put the class in the structure prescribed by the dance directions if time allows or you deem it necessary.
The following suggestions should be given consideration when developing a basic approach to teaching rhythmic activities:

1. Present background information about the dance.
2. Allow the children to hear the music prior to learning the dance patterns.
3. Teach the dance in parts,
4. When teaching a dance, indicate any change in dance formation just before the beginning of the new phase.
5. When teaching the steps of the dance, use a slower tempo if possible.
6. Encourage creative expression within the pattern of the dance.
7. Avoid spending too much time on one dance.
8. Modify the dance initially if it would be easier to teach.
9. Use sequential order of teaching. Move from the easier to the more complex.
10. Use of dances without partners may ease the initial reluctancy of pairing off.
11. Check with the music teacher and/or school librarian for additional music selections that are appropriate for activities in this guide.

ROUNDS AND MIXERS

Overview

Contemporary dances can play a large part in the success of the rhythmic program. Rounds, mixers, and dances that do not require children to have partners should be used. These activities provide opportunity for individual expression and at the same time give practice in basic skills. Because of the simplicity of many of these dances, children can achieve success and enjoyment.

The content progression chart in the Appendix provides a partial list of many rounds and mixers. The chart lists the resources that can be used for teaching these dances.

Formations and specific skills are not listed in the Content Progression Chart because of the simplicity of the dances. Many folk dances can be changed to mixer dances.

UNIT Dance

CONTENT AREA Rounds and Mixers

GRADE LEVEL 2-4

OBJECTIVES	ACTIVITY	MATERIALS
The student will accept gender similarities and differences.	"Jolly Is the Miller"	Rounds and Mixers Old and New Bowmar #2056
The student will display positive group dynamic behaviors.	"Mix About"	Rounds and Mixers Old and New Bowmar #2056
The student will practice basic locomotor rhythm skills.		

TEACHING SUGGESTIONS

Use before teaching dances with partners.

UNIT Dance

CONTENT AREA Rounds and Mixers

GRADE LEVEL 5-6

OBJECTIVES	ACTIVITY	MATERIALS
The student will practice basic locomotor rhythms skills.	"Alley Cat"	Rounds and Mixers #2 Bowmar #2063
	"Heel and Toe Polka"	Rounds and Mixers #2 Bowmar #2063
The student will accept the developing differences and similarities between the sexes in physical characteristics by willingly participating in coeducational activities.	"Pop Goes the Weasel"	Dances Without Partners Educational Activities #AR 33

TEACHING SUGGESTIONS

Use as a lead-up to square dancing and folk dances where partners are needed.

BASIC FOLK DANCE

Overview

Rhythms and dance are universal types of expression. In this day and age there is a need for a greater understanding of different cultures. Because of the universal qualities of music and rhythms, a good rhythmic program provides an exceptional opportunity to broaden our cultural insights. A folk dance is a traditional dance of a given country. These dance movements reflect the everyday life of the common person. A definite pattern is set up and followed. In elementary school many variations can be used. Most of the movements in folk dances for primary children are made up of basic locomotor patterns. The more specialized steps are learned in the upper grades.

Some activities appropriate for the teaching of folk dance can be found in the square dance and basic rhythms sections of the guide because of the quality of the skills involved. In addition to the list of dances in this section, a content progression guide is in the appendix.

This section contains a list of terms and activities for students by grade level, objectives, and creative activities. Many dances from a variety of countries are used to meet the grade level objectives and to provide for various cultural experiences. Examples are the Russian "Troika," the Phillipine "Tinikling," the Mexican "La Raspa," the Greek "Miserlou," the Israeli "Hora," the French "Chimes of Dunkirk," the Swedish "Bleking," the Czechoslovakian "The Wheat," the German "Kinderpolka," the Scottish "Gie Gordons, the Danish "Crested Hen," the Norwegian "Mountain March," the American "Patty Cake Polka," the English "Round and Round the Village", the Italian "Tarentella," the Brazilian "Maracatu," and the Native American "Corn Grinders Dance."

Terminology

TWO-STEP. The two-step is done to an uneven rhythm. The dancer steps forward on the left foot, closes the right foot to his/her left, takes the weight on the right foot and steps left again. Repeat beginning with the right.

POLKA. The polka is done to an uneven rhythm. This step is similar to the two-step with the addition of a hop so that it becomes hop-step-close-step beginning with the left and then the right.

SCHOTTISCHE. This pattern is done to a smooth even rhythm. The dancer takes three running steps and a hop. The pattern would be step right, step left, step right, hop right. Repeat stepping on the left foot first.

WALTZ. A smooth graceful dance step in an even rhythm. This dance step consists of three steps. Step forward on the left, step to the side with the right and close left to right. Take weight on left and repeat starting with right foot.

BLEKING. A quick movement to an uneven rhythm. The dancer places the left heel forward while keeping his/her weight on the right foot. On the count of one, the position of the two feet are quickly changed. The dancer now has his/her weight on the left foot while extending the right heel. This action is repeated three times.

BALANCE. This action is usually done with a partner while holding hands in a circle. The dancer steps on the left foot and swings the right foot forward and in front of the left foot. The step may be repeated with the right foot if called for. Some dances may call for a hop instead of a step.

STEP-HOP. This step is basically a slow skip movement. The dancer steps on the left foot and hops on the left foot. He/she then steps forward with the right foot and hops on the right foot. The action is continued according to the music.

STEP SLIDE. The dancer steps to the left with the left foot and draws the right foot to the left. He/she transfers his/her weight to the right foot and is ready to repeat the action.

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL K

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The child will be able to perform a single circle dance.	"Danish Dance of Greeting"	First Folk Dances LPM 1625
	"Shoemaker's Dance"	Folk Dances for Fun LP 1624
	"Looby Lou"	Happy Times SG-1
	"Mulberry Bush"	Happy Times SG-1

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL K-4

OBJECTIVES	ACTIVITY	MATERIALS
The student will participate in activities that broaden his/her cultural knowledge.	"Maracatu" Step 1. Carnival Trudge Stand with feet apart, knees bent, pelvis thrust forward, loose arms. Slide right foot forward, keeping the feet flat on the floor. Slide left foot forward, keeping feet flat on the floor. Remember to keep both knees bent. Begin again with the right. Step 2 Sitting Walk With feet parallel and slightly apart, and with weight on balls of the feet, heels off the floor, get in a squatting position; keep arms at sides away from body with palms facing floor. Take large brisk steps forward. Step 3 Trudge and Bounce Repeat Carnival Trudge but add a bounce.	Record: Ethnic Dances of Black People Around the World Kimbo 9040

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL 1st

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The child will perform in a double circle dance.	"Gallant Ship"	Happy Times SG-1
	"Pussy Cat, Pussy Cat"	Singing Games Bowmar 202
		TEACHING SUGGESTIONS

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL 2nd

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The child will perform a dance in a group of three.	"The Wheat"	First Folk Dances RCA LPM 1625
	"Crested Hen"	Folk Dance Fun for Everyone RCA Series
	"Troika"	Folk Dances from Around the World RCA Series

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL 2-6

OBJECTIVES

The student will participate in activities that broaden his/her cultural understanding.

ACTIVITY

Activity Name:

Corn Grinders Dance

Shuffle Step

Step forward with left foot. Slide right foot to left foot. Keep feet flat on floor during the slide step-slide. Keep repeating.

Students make a large circle. Two students are chosen to represent the corn grinders and stand in the center of the circle. During the dance, they pretend to grind and sow corn. Four students are chosen to be the winds:

North Wind
East Wind
South Wind
West Wind

The four winds stand at four equal points just inside the circle. Dancers will move clockwise doing the shuffle step the entire dance.

Four winds dance to the center, bow, and dance backward toward the circle. Everyone dances shuffle step until reaching the next wind position. The winds go to the center and back again. Repeat these movements four times until everyone is in his/her original place again.

MATERIALS

Record:

Authentic Indian Dances and Folklore, Kimbo 9070

TEACHING SUGGESTIONS

1. Have many circles with six students in each so everyone has a part.
2. Practice shuffle step in a line formation first.
3. Have students change roles.

OBJECTIVES	ACTIVITY	MATERIALS
	All four winds shuffle step to the center forming a circle around the corn grinders. The corn grinders give each of them a handful of corn to scatter to the winds and the earth as they continue to shuffle step around the grinders. The winds take the corn to the outside of the circle and lift it over their heads as if to offer it to the Great Spirit as a symbolic "thank you" to "Mother Earth" for a good harvest, and scatter it around the circle, repeating the basic shuffle step.	

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL 4th

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The student will perform a step-hop to music.	"Seven Jumps"	All Purpose Folk Dances RCA LPM 1623
	"Pop Goes the Weasel"	Play Party Games Bowmar 210
	"La Raspa"	All Purpose Folk Dances RCA 1623
The student will perform a bleking step to music.	"Bleking"	Folk Dances for All Ages RCA 1622
		TEACHING SUGGESTIONS

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL 6th

OBJECTIVES	ACTIVITY	MATERIALS
The student will perform the following dance steps:		Records:
Schottische	"Joy for Two" Buggy Schottische	Folk Dances for All Ages RCA 1622
		Happy Fold Dances RCA 1620
Polka	"Ace of Diamonds"	Folk Dances for All Ages RCA 1624
	"Klumpakojis"	Happy Folk Dances RCA 1620
Kolo	"Djurdjivka"	
	"Milanovo Kolo"	Joyful Folk Dances ERS 6
Waltz	"Spanish Circle Waltz"	Happy Folk Dances RCA 1620
	"Supmalinas"	Festival Folk Dances RCA 1621
Grapevine	"Miserlou"	Happy Folk Dances RCA 1620
	"Hora"	All Purpose Folk Dances RCA 1623

UNIT Dance

CONTENT AREA Folk Dance

GRADE LEVEL 6th

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The student will perform the basic Tinikling steps to a 3/4 rhythm.	1. Scatter groups of students around the room. 2. Each group has two jump ropes placed parallel on the floor. 3. Teach and then let the students practice the steps while the music plays.	Record: Contemporary Tinikling REA 8095 Tinikling Dances KEA 9015
The student will strike the poles correctly.	One striker kneels at one end of poles, the other at the other end. Rhythm is "Close, open, tap, tap, and is continued throughout the dance.	Special Folk Dances RCA 1619 Equipment:
The student will perform the Tinikling rhythmic patterns using poles.	1. Step slightly forward with the left foot. 2. Step with the right between the poles. 3. Step with the left between the poles. 4, Step with the right outside with the right. 5. Step with the left between poles. 6. Step with the right between poles. 7. Step with the left outside the original position.	Two 8' poles 2 crossbars to rest poles on. ADDITIONAL MATERIALS RECORDS: Tinikling Dances KEA 9015 Contemporary Tinikling KEA 8095

SQUARE DANCE

Overview

American square dance evolve from English country dances, quadrilles, French contra dances, Scottish reels, and Irish jigs.

There are many advantages to teaching square dance in the elementary school: A small area is required; large numbers of children can participate at one time; it is a vigorous activity, and social skills are developed.

Some activities appropriate for the teaching of square dance can be found in the folk dance and basic rhythms sections of the guide because of the quality of the skills involved. In addition to the list of dances in this section, there is a content progression guide in the appendix.

The section contains a list of terms and activities for student by grade level objectives.

There are many suggestions listed for square dance instruction records and music. In many cases, teachers or students can call their own dances to square dance music.

SQUARE DANCE

Terminology

PARTNER. A boy's partner is always the person on his right hand side as he faces the center of the set or circle. A girl's partner is on her left hand side as she faces the center of the set or circle.

HONORS. Dancers turn slightly toward each other and acknowledge each other with a slight bow from the waist. Usually partners' hands remain joined during honors.

WALK OR SHUFFLE STEP. A comfortable, effortless shuffle done to the beat of the music.

CIRCLE LEFT OR RIGHT. Three or more dancers can circle to the left (or right). They turn slightly to face the left (or right) and walk forward using the rhythmic shuffle step.

FORWARD AND BACK. The persons or couples designated move forward toward the center three steps, pause, then back up three steps and blend into the next movement.

DO-SI-DO. Two dancers facing each other advance and pass right shoulders. Each moves to his/her right passing in back of the other person and, without turning, the two pass left shoulders and move backward to their places.

COUPLE PROMENADE. In a square or large circle the couple will always move in a counterclockwise direction with the man on the inside and on the lady's left. Basic position is with right hands joined above the joined left hands.

CORNER. A boy's corner is always the person on his left hand side as he faces the center of the set or circle. A girl's partner is on her right hand side as she faces the center of the set or circle.

ALLEMANDE LEFT. Within a square or large circle, men face to their left and ladies face to their right, so that each person is facing his/her corner. Turn the corner with the left arm halfway around; then move by the corner and return to face your partner or follow the next call.

SINGLE FILE PROMENADE. Dancers move one behind the other (girls in front of their partner) in the direction of the call. A promenade is usually counterclockwise.

PROMENADE IN LINES OF FOUR. Two couples promenade side by side.

FACE THE COUPLE NEXT TO YOU. In lines of four the two couples turn so they are facing.

INSIDE GENT LET GO. In a circle of four, the gent who was on the inside of the line of four lets go with his left hand so the line of four is re-formed.

OUTSIDE COUPLES MOVE UP ONE. In a line of four, the couple on the outside will move up to join a new inside couple.

LADIES MOVE UP. In a line of four, the two ladies will step forward to join two new boys forming a new line of four.

RIGHT HAND STAR. The dancers involved put their right hands together. The hands are held about shoulder level. In mixed starts, the girl's shoulder is the guide for height. All walk clockwise around the square.

POSITION NUMBERS AND NAMES. A square is formed by four couples, facing in, with the back of each couple parallel to a different wall in the hall. Each couple is from 7 to 8 feet from its opposite couple. The lady is to the right of the gentlemen.

The couples are numbered 1, 2, 3, and 4 around the square to the right, or counterclockwise, starting with the couple whose backs are closest to the music. Head couples are 1 and 3. Side couples are 2 and 4.

PROMENADE OUTSIDE OR INSIDE. All promenades, whether one person, couple, girls, inside, outside, or single file, move counterclockwise, unless the caller specifically directs otherwise.

GRAND RIGHT AND LEFT. In the square, partners face and join right hands. Each person moves ahead to give a left hand to the next person, and right to the next, left to the next, until each meets his/her own partner and follows the callers next direction.

SPLIT THE RING. The active or designated couple moves forward to opposite couple and goes through between them. The next call will designate the direction to be followed.

SEPARATE. Under certain circumstances and following certain preliminary movements, two people working as a couple will turn their backs on each other and follow the direction of the next call.

LADIES (OR MEN) CENTER BACK TO BACK. The ladies (or men) indicated turn into the center of the square and stand back to back facing out.

COURTESY TURN. Man receives lady's left hand in his left, puts his right hand in the small of the lady's back and while standing side by side facing the same direction, the man backs up and the lady walks forward. (Ladies chain)

FOREARM TURNS. Two persons facing each other use arms designated by call to walk around each other. The grip of a forearm turn should be above the wrist but below the elbow joint.

PROMENADE THE CORNER. The girls will pass their partners and promenade with the next man to his home position. They become partners. When changing partners, men always return to their original home position and retain their original number.

LEAD RIGHT, CIRCLE TO A LINE. The couples designated lead to the couple on their right and, facing them, join hands to make a circle of four dancers. They turn the circle half way around. Then the active gent (the one who led to the right) drops the hand of the person on his left and, moving sideways, leads all four dancers into a line side by side.

BEND THE LINE. Line with an even number of dancers breaks in the middle and the ends move forward while the centers move back until both halves are facing.

OPPOSITE DO-SI-DO. Dancers facing directly across from each other in opposite positions, walk toward each other and do-si-do, then back up again to place or blend in the next call.

TWO LADIES CHAIN. Two ladies advance, giving a right hand to the other, pulling by, then give the left hand to their opposite man. The men courtesy turn them around in place.

FOUR LADIES GRAND CHAIN. In a square all four ladies form a right hand star and move clockwise, passing one man, to their opposite man who gives them a courtesy turn.

CHAIN RIGHT OR LEFT. Designated couples face diagonally to the right or left as directed while remaining in their home positions. The ladies then chain across.

RIGHT AND LEFT THROUGH. Executed by two facing couples. Each person advances, taking the right hand of the opposite person momentarily, moving forward and passing right shoulders, and releasing right hands. The man puts his right hand in the small of his partner's back and each couple does a courtesy turn.

PROMENADE HALFWAY. Designated couples promenade halfway around the outside of the square to the opposite couple's position.

LEFT HAND STAR. The dancers involved put their left hands together. All walk counterclockwise around the square.

STAR PROMENADE. Those in the center with a star (usually a left hand star) pick up the partner designated by the caller. In so doing, the man puts his arm around the lady's waist, and she places her hand on the man's near shoulder.

INSIDE OUT - OUTSIDE IN. While in a star promenade, those on the inside break their left hand star, but do not let go of their partner. As a couple, they back out halfway around and then partners make a right hand star to star promenade the other direction.

DO PASO. Face partner, take left forearm and walk around counterclockwise to the corner. Turn the corner clockwise with a right forearm, let go, then go back to partner. Turn the partner with a courtesy turn to end in home position.

ALL AROUND YOUR LEFT HAND LADY. A man's left hand lady is the corner lady. This is similar to a do-si-do with the corner lady. The man faces his corner and walk around her passing right shoulders, then comes back toward his partner.

SEE-SAW YOUR PRETTY LITTLE TAW. See-saw is a left shoulder do-si-do in which dancers walk around each other and return to starting position. Dancers pass left shoulders instead of right as in a do-si-do. This call is usually combined with "all around your left hand lady" to form a figure eight pattern.

PASS THROUGH. Hands are not used in the pass through movement. Two couples facing each other walk forward, passing through the other couple, each passing right shoulders with his/her opposite. Dancers should remain facing out without turning and follow the next directional call.

AROUND ONE OR TWO; AROUND ONE OR TWO TO A LINE. The call "Separate Around One" means that the active dancer turns his/her back on his/her partner and separates, walking around one of the inactive dancers standing next to him/her. On the call "Separate Around Two," the active dancer goes around two inactive dancers next to him/her and follows the next directional call. On the call "Around One (or two) to a Line of Four," the active dancer moves around the proper number of inactive dancers and stops in line with them.

BOX THE GNAT. "Box the Gnat" is a call used to reverse direction and exchange places. Dancers face and join right hands. The lady makes a left face turn under the man's raised right arm as the man walks forward and around, making a half right turn. They finish facing each other. Hands must be held loosely enough so that the lady's hand may turn in the man's hand.

ROLL AWAY WITH A HALF SASHAY. Two dancers with inside hands joined and both facing the same direction, change places as follows: The partner indicated (usually the lady) rolls across with a left face turn in front of the other person to end standing side by side again, still facing the same direction. The other person can help by either stepping backwards a step to allow the partner to roll across more easily or sliding sideways to the right a step as the partner rolls across.

ALLEMANDE THAT STAR. Partners face, joining left arms in a forearm grip, and then turning until the man is in the center of the set. Men in the center form a right hand star and then back up. Ladies retain their forearm grip with their partner and (facing the opposite direction from the man) walk forward beside him as the star turns.

SHOOT THAT STAR. On the call "Shoot that Star" or "Let that Star to the Heavens Whirl," the star is released in the center, but dancers retain left arm grips. They turn by the left halfway round so that the man returns to the outside of the square and again faces counterclockwise. Follow the next call.

WEAVE THE RING. A grand right and left without touching hands.

PROMENADE ENDING. Just before the end of a promenade, partners California Twirl to finish in their home position.

CALIFORNIA TWIRL (OR FRONTIER WHIRL). Partners join nearest hands as they stand side by side, man's right with lady's left. They raise their hands into an arch. The lady turns toward the man and walks through the raised arch as the man walks forward and around the lady. The lady ends in the man's original position as he ends in her original position with each dancer facing opposite to his/her original position.

DIVE THROUGH. Two couples face each other. The couple whose back is to the center of the square raises their joined hands to make an arch while the other couple bends low. Both couples move forward simultaneously and exchange places, one arching over and the other ducking under. After they are past each other, the couple facing out will always do a California Twirl to face back in.

ENDS TURN IN. In a line of four, the two in the center make an arch. The two on the ends walk forward, turn in, go through the arch, and follow the next directional call. The two making the arch walk forward, and do a California Twirl automatically to face the center of the set.

RIP 'N SNORT. Form a circle, and keeping all hands joined, the couple indicated by the call moves straight across the square toward the opposite couple who makes an arch; leading the other dancers, the active couple ducks through the arch made by their opposite couple. The active couple only releases each other's hands and separate, one partner leading half the dancers clockwise, the other partner leading the rest counterclockwise away from each other. They continue around until they again meet and join hands, remaking the circle. After all others have gone through the raised arch, the arching couple turns under their joined hands and, without releasing hands again, becomes part of the circle.

GRAND SQUARE. A simultaneous movement wherein the side couples are doing one movement and the head couples are doing another. The action for the heads is to move forward into the square (4 steps), turn a quarter to face partners, and back away to the side of the square (4 steps). Facing the opposite, back away to the corner of the square (4 steps), and then turn to face partner and walk to home (4 steps). Do not turn. (Total to here is 16 steps). From this point the action is reversed. Heads back away from their partners (4 steps) turning a quarter turn, and walk forward to opposite (4 steps). Turn a quarter and walk forward into the center toward partner (4 steps). Turn a quarter to face opposite and back up to home (total 32 steps). When the head couples are doing the first 16 steps, the sides start (facing their partners) to back away and do the second 16 steps. The sides then do the first 16 steps while the heads are doing the last 16 steps.

U-TURN BACK. Each active dancer individually turns around exactly 180° to reverse the direction he/she is facing.

THREE QUARTER CHAIN. The ladies involved make a right hand star in the center and walk forward, passing two other positions, three-quarters around the square. The man in the position to the right of each girl's home position courtesy turns the lady and she becomes his partner.

CROSS TRAIL. Two active couples pass through and then, without stopping, one dancer crosses in front and the other in back of his/her partner. The lady who is on the right crosses to the left in front of her partner, while the man crosses to the right behind his partner. Dancers then follow the next directional call.

WHEEL AROUND. The couple or couples involved turn as a unit to reverse direction. In making the turn, the man will back up while the lady walks forward.

TURN BACK ON THE OUTSIDE TRACK. While promenading single file, those indicated turn out and reverse direction.

UNIT Dance

CONTENT AREA Pre-Square Dance

GRADE LEVEL 3rd

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform alternate elbow turns (right, left) to music.	Children stand in a circle next to a partner and do the following steps: Pause for 8 counts. Stomp and clap for 16 beats. Quick slide around the circle to the right for 8 counts. Quick slide to the left for 8 counts. Swing right elbows with your partner for 8 counts. Pause in place and switch elbows for 10 counts. Swing left elbows with your partner for 8 counts. Pause and clap in place for 8 counts. Skip 4 into the circle. Skip 4 out of the circle. Skip in 4 again. Skip 4 out again. Quick slide right for 8 counts. Quick alide left for 8 counts. Pause in place 2 counts. Stomp and clap 16 counts. Skip in 4 counts. Skip out 4 counts. Skip in 4. Skip out 4. Quick slide right 8 counts. Quick slide left 8 counts. Stomp and clap in place 7 counts to end.	Records: "Thank God I'm a Country Boy" John Denver RCA 6B10476 Jump Aerobics by Don Disney KIM 2095 **TEACHING SUGGESTIONS** Kindergarten Fun-time Merry Records MR 6010 Bowmar Singing Games #202 Get Ready to Square Dance AR68

OBJECTIVES	ACTIVITY	MATERIALS
	Other suggestions for practicing elbow turns. "She'll be Comin' Round the Mountain" "I See You" "Swing Your Partner and Circle"	
		TEACHING SUGGESTIONS

UNIT Dance

CONTENT AREA Square Dance

GRADE LEVEL 3rd

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The child will change partners without breaking the rhythm/pattern of a folk or square dance.	"O Susanna"	All Purpose Folk Dances RCA 1623
	"Jump Jim Joe"	Singing Games and Folk Dances Bowmar #203
	"Red River Valley"	Let's Square Dance Vol. #1 LE 3000
		TEACHING SUGGESTIONS

UNIT Dance

CONTENT AREA Square Dance

GRADE LEVEL 3rd

OBJECTIVES	ACTIVITY	MATERIALS
The child will perform these folk/square dance calls:		Records:
Honor your partner Swing Circle right and left Promenade	"Red River Valley" "Duck For The Oyster"	Let's Square Dance Vol. 1 LE 3000
Form an arch Forward and back Sashay Do-si-do	"Virginia Reel"	Let's Square Dance Vol. 3 LE 3002 Folk Dance #5 Bowmar B 205

TEACHING SUGGESTIONS

Any record that uses the same figures may be used.

UNIT Dance

CONTENT AREA Square Dance

GRADE LEVEL 3rd

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
In a group of six couples, the child will perform a reel.	"Virginia Reel"	Let's Square Dance Vol. 3 LE 3002
The child will perform a heel-toe step to music.	"Patty-Cake Polka"	Folk Dances #5 Bowmar B 205 LP

TEACHING SUGGESTIONS

UNIT Dance

CONTENT AREA Square Dance

GRADE LEVEL 4th

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The student will learn the following terms: Head couple Opposite couple Side couple 1st, 2nd, 3rd, and 4th couple Square your set Home Clockwise Counterclockwise Corner Square Longways set	Questioning: During a square dance unit have students demonstrate and/or explain the terms. Use the written test found in the Appendix.	
		TEACHING SUGGESTIONS

UNIT Dance

CONTENT AREA Square Dance

GRADE LEVEL 4th

OBJECTIVES	ACTIVITY	MATERIALS
		Records:
The student will perform a square dance.	"Uptown-Downtown"	Let's Square Dance Vol. 2 LE 3001
	"Life on the Ocean Wave"	Any dance on this album that is appropriate.
The student will perform the following square dance calls:		
Grand right and left Allemande left	"Comin' Round the Mountain" "Captain Jinks" "Right Hand Star"	Let's Square Dance Vol. 3 LE 3002
Split the ring	"Uptown-Downtown"	Let's Square Dance Vol. 2 LE 3001
	"Divide the Ring"	Let's Square Dance Vol. 1 LE 3000

UNIT Dance

CONTENT AREA Square Dance

GRADE LEVEL 5th

OBJECTIVES	ACTIVITY	MATERIALS
The student will perform the following Folk/Square Dance calls:		Records:
Ladies chain	"Comin' Round the Mountain"	Let's Square Dance Vol. 3 LE 3002
	"My Little Girl" "Sicilian Circle"	Let's Square Dance Vol. 4 LE 3003
Right hand star	"Right Hand Star"	Let's Square Dance Vol. 3 LE 3002
	"Texas Star"	Let's Square Dance Vol. 4 LE 3003
Alemande right	"Captain Jinks"	Let's Square Dance Vol. 5 LE 3004
Pass through	"Sicilian Circle"	Let's Square Dance Vol. 3 LE 3002
Balance step	"Captain Jinks"	Let's Square Dance Vol. 3 LE 3002
	"La Raspa"	All Purpose Folk Dances RCA LPM 1623
Courtesy turn	"Sicilian Circle"	Let's Square Dance Vol. 3 LE 3002

AEROBIC EXERCISE

Overview

In aerobic exercising, choreographed movements are done in a sequence to music. When aerobic exercise is done on a regular basis, its main benefit is an improvement in cardiovascular endurance through an increase of heart rate. Other benefits include flexibility, muscular toning, muscular strength, agility, and postural alignment. Optimally, the class would meet 3 times a week and would consist of a 5 to 10-minute warm-up (including a general warm-up and flexibility exercises), to 20 to 25 minutes of aerobic dancing, and 5 to 10 minutes of cool-down (may include relaxation techniques). Classroom teachers should supplement the physical education time. Records, materials and instructions should be made available to them.

Class Structure:

1. General warm-up: no stretching, light locomotor movements
2. Flexibility warm-up
3. Aerobic routines
4. Cool-down: light routine or light locomotor exercises and flexibility or relaxation exercises

Teaching Hints

1. Always have children warm up before strenuous aerobic exercise and cool down after finishing. This is an ideal time to do flexibility or relaxation exercises.

2. Build up slowly, increasing the level of activity each week.

3. Use aerobic routines as a good warm-up for many indoor games and activities.

4. Make up movements and use them with music that is current or a class favorite.

5. Try to practice routines in parts first without the music, then with the music. If time allows, put the dance together as a whole.

6. Protect the body from unnecessary stress by following these rules:

    a. Never hyperextend joints--this includes locking knees or elbows in standing or sitting positions. Do not overarch the back.

    b. When twisting, allow foot to pivot on the ball of the foot. Do not plant foot in a stationary position.

    c. Support the neck--do not do full head rolls. Head should never go towards the back as this puts too much stress on the vertebrae.

d. During forward lean activities such as reaching for the toes while standing, tilt pelvis back to reduce stress on the lower back.

e. Limit the amount of pounding on the joints by combining locomotor and non-locomotor movements. Vigorous arm movements contribute greatly to the aerobic quality of exercise while limiting stress on knees, hips, and ankles.

Heart Rate

Resting Heart Rate

Students can measure their own cardiovascular improvement over time. At the beginning of the unit, have students measure their resting heart rate. This tells how many times per minute the heart must beat to pump a certain amount of blood. Repeat the procedure at the end of the unit.

If the number decreases, this means the heart has to work less to pump the same amount of blood and that means less stress on the heart and a healthier person.

Determing Resting Heart Rate

Awake in the morning.

After 10 minutes, take a 15-second pulse count before rising out of bed.

Multiply by 4 to get a beat per minute count.

Target Heart Rate

During aerobic dancing, a pause is taken after each aerobic routine to monitor heart rate. This is done through the taking of the pulse rate. The most common way to take a pulse is by placing the forefinger and the middle finger on the carotid artery located halfway between the ear and the chin on the neck. After strenuous exercise the pulse is easier to find. Count for 10 seconds or more and then multiply to get the beats per minute count.

Determining Target Heart Rate During Aerobic Exercise Using the Kanoven Formula

Take 220 and subtract your age. From that figure subtract your resting heart rate. Multiply that answer by .6 and also by .8
Take each figure and add the resting heart rate back into each figure
This is the range for your target or training heart rate (minimum and maximum).
When first beginning a program, you may want to multiply by .5 for a minimum target heart rate and gradually work up to the .8 figure.
Divide the figures by 6 if you are using a 10-second pulse count; this is the figure that the student should be striving to get during the in-class pulse count. This is an excellent math exercise for upper grade children to do with the classroom teacher.

Example:
3rd grade student who is 8 years old with a resting heart rate of 85 beats per minute.

220 - 8 (age) = 212 212 - 85 (resting heart rate) = 127

127
x.6
76.2
+85 (resting heart rate)

127
x.8
101.6
+85 (resting heart rate)

(The .6 and .8 figures represent 60% and 80% of the student's maximum heart rate)

minimum
+
161.2 186.6 (maximum training heart rates in beats per minute)

161 ÷ 6 = 26 (minimum target heart rate during 10-second in-class pulse count)

187 ÷ 6 = 31 (maximum target heart rate during 10-second in-class pulse count)

Each student, regardless of age, should achieve a minimum of 120 beats per minute during exercise (20 on a 10 second pulse count).

Chart For Aerobic Exercise

10 sec. pulse count	beats per minute	
17	102	
18	108	
19	114	
20	120	
21	126	
22	132	
23	138	
24	144	
25	150	
26	156	Suggested target heart rate for 8- to 12-year-olds
27	162	
28	168	
29	174	
30	180	
31	186	

Determining Recovery Index

The recovery index is considered an accurate measure of cardiovascular fitness. Excerpted from the booklet, The Physically Underdeveloped Child: Identification, Improving Performance (Department of Health and Human Services, The President's Council on Physical Fitness and Sports, 1984) is a method for computing the recovery index that can be done during an aerobic dance class period before the cool-down.

Computing the Recovery Index

At completion of the 4-minute exercise the subject sits down and rests quietly. After one (1) minute of rest, the subject's pulse is counted for 30 seconds. The 30-second pulse count is repeated twice more, beginning two (2) minutes and three (3) minutes after completion of the exercise. The Recovery Index is arrived at by adding the three pulse counts and referring to this table:

Pulse Count	Recovery Index	Response
199 or more	60 or less	Poor
from 171 to 198	between 61 and 70	Fair
from 150 to 170	between 71 and 80	Good
from 133 to 149	between 81 and 90	Very Good
132 or less	91 or more	Excellent

Note:

Some boys and girls will not be able to complete the Recovery Index Test. This usually is simply a sign of poor physical condition, but it is wise to observe the dropouts closely. If a child shows signs of unusual distress, parents should be notified promptly. If the test is administered at school, children showing signs of unusual distress should be referred to the school nurse and/or physician.

Terminology

BUNNY HOP--Small jumps using both feet simultaneously.

GRAPEVINE STEP--Cross right foot in front of left.
Step to the left with the left foot.
Cross right foot behind left foot.
Step to the left with the left foot.

Teaching Cues: "Right in front, step out
Right behind, step out."

HEEL HITS--Stand on one foot, bring heel up behind you and hit with hand on same side. Can alternate feet or do multiple hits on the same side.

Examples:
1. Hit right heel, left heel, right heel, left heel.
2. Hit right heel twice; hit left heel twice.

HEEL STEP--Right heel forward; return to place; left heel forward; return to place.

Jog Sequences

1. Seven-Ups

Jog forward 7 beginning with right.
On 8 hop on right foot and lift left knee as you clap.
Jog backward 7 beginning on left.
On 8 hop on left foot and lift right knee as you clap.

2. Jog Square

Beginning on right foot, jog right, left, right, kick left.
Beginning on left foot, job left, right, left, lift right knee and do a ¼ turn.
Do this to the right of the room, to the back of the room, then to the left of the room, then to the front of the room.

3. Windshield Wiper Jog

Jog in place, and move hands back and forth at chest height like a windshield wiper.

LUNGE--Take a long step forward, with stepping leg bent at knee and back leg straight. Both heels remain on ground.

Pony (This description describes 2 counts of the pony.)
Step on right foot, quickly put weight on ball of left foot, then immediately step on right foot again, lifting left; then step on left foot, quickly put weight on ball of right foot, then immediately step on left foot again, lifting right. Repeat.

STEP KICK--Step on one foot; then kick the other foot.

STEP TOGETHER--Step to the side, bring other foot in and touch. Can be done repeatedly one way or alternating.

Example:
1. Step right, close and touch left, step right, close left.
2. Step right, close and touch left, step left, close and touch right.

STEP TOUCH --Step on right, turning as you go; step on left, and continue turning; step on right, and finish the turn. Also can be done to the left.

TOE TWISTS --Standing on the balls of the feet, twist feet as you step alternately on each foot. Can be done moving forward or backward or remaining in place.

Flexibility and Relaxation Exercises[8]

Flexibility--All of these are gentle static stretches with no bouncing and should not be done to the point of pain. Students should adjust according to their own flexibility level.

1. Achilles Tendon Stretch	Lean forward in a lung position with both heels on the ground and toes pointed straight to the front. Stretch should be felt in the lower calf. Hold for 5 to 30 seconds. Repeat with other leg.
2. Thigh Stretch	Balancing on one foot (or holding onto a wall or chair), bend other leg behind you and grab ankle with the same hand. Stretch should be felt in the front of the thigh. Hold 5 to 30 seconds. Repeat each leg several times.
3. Lower Back and Calf Stretch	Sitting on the floor and keeping knees straight, gently reach for the toes and hold for 5 to 10 seconds. Relax and then repeat several times.
4. Shoulder Stretch	Standing upright, feet slightly apart, knees gently flexed, reach your arms behind your back and grasp hands; then bend over and hold. Let gravity do the pulling.
5. Neck Stretch	In a standing position take both hands and clasp behind head. Gently pull head down towards chest and hold. Then let head gently bend backwards towards back and repeat several times.
6. Straddle Stretch	Sitting on the floor, legs in straddle position, keeping knees straight, gently reach for the center, left leg, and right leg. Hold 5-30 seconds at each position.

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[8] Adopted from the "15-Minute Exercise Program" by Judy Maraschiello. Potomac, Maryland: Center for Educational Development, 1979. ©

Relaxation Exercises[9]

1. Half Neck Roll--Sitting cross-legged on the floor, bend neck forward; gently roll neck halfway in one direction and halfway in the other direction.

2. Full Torso Stretch--Lying on the ground with small of the back pressed down, stretch hands up above head and feet down away from torso. Remind students not to arch their back during the exercise.

3. Neuromuscular Relaxation--A quick method for cooling kids off and getting back to classwork. All children should be lying comfortably on their backs (preferably on mats). The room must be quiet so that only the teacher's voice can be heard. Lights should be dimmed or turned off if possible. Have students tense all hand muscles for 3 seconds and then relax. Then have them tense hands and arms for 3 seconds and then relax. Repeat adding shoulders, neck, face, chest, stomach, back, legs and feet until the whole body is tensed and then relaxed.

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[9] Adopted from the "15-Minute Exercise Program" by Judy Maraschiello, Potomac, Maryland: Center for Educational Development, 1979. ©

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL K-6 (warm-up)

OBJECTIVES	ACTIVITY	MATERIALS
The student will participate in a general warm-up exercise before engaging in vigorous activity.	"Far East Blues"	Records:
	General warm-up or cool-down	Movin' by Hap Palmer AR 546
	This activity should be the first routine.[10] Should be done before flexibility or aerobic dance routines.	
	Introduction--32 counts Swing arms side to side. Legs apart and sway. Do 8 times slowly. Allow 4 beats to swing one way.	
	Torso twist--16 counts Twist upper body side to side quickly as you swing your arms; feet remain in place.	And the Beatles Go On and On KEA 8080 "Eleanor Rigby"
	Walk--16 counts Walk right, left, right, clap. Walk left, right, left, clap. Repeat.	To Move Is To Be "Cool Move" LP 8060
	Step-hop-- counts 4 step--hops to the front 4 step--hops to the back	
	Walk--16 counts	
	Step-hop--8 counts	
	Introduction--16 counts 4 arm swings	
	Torso twist--16 counts	

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[10] Judy Maraschiello, Courtesy of "B" Aerobic, Potomas, Md.

OBJECTIVES	ACTIVITY	MATERIALS
	Walk--16 counts	
	Step-hop--8 counts	
	Walk--16 counts	
	Step-hop--8 counts	
	Introduction--16 counts 4 arm swings	

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL K-6 (warm-up)

OBJECTIVES	ACTIVITY	MATERIALS
The student will perform the following nonlocomotor movements to music: bending twisting stretching	Bend and Twist Lead-up or warm-up activity Have students stand in a scatter pattern. All movements should be done in place.	RECORDS: Modern Rhythms and Movement Experiences by Hap Palmer Movin, Hap Palmer
The student will participate in activities to improve flexibility.	Twist torso arms held out at shoulder height for 8 beats. Bend and hold reach for toes 8 beats (no bouncing). Stretch hands over head, up on balls of feet for 8 beats. Repeat pattern.	

TEACHING SUGGESTIONS

1. When students have mastered the pattern, give them a new pattern.
2. As students increase in ability, give them more complex patterns.

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL K-6 (warm-up)

OBJECTIVES	ACTIVITY	MATERIALS
The student will be able to perform the rhythmic activity.	Car Wash Routine Formation: Scattered, free Have children move specific body parts to music. (4 beats per activity) 1. Nod your head. 2. Twist your neck. 3. Bend your elbows. 4. Rotate your wrists. 5. Open and close your eyes. 6. Clap your hands. 7. Wiggle your nose, 8. Open your mouth. 9. Shrug your shoulders. 10. Snap your fingers. 11. Bend your knees. 12. Stamp your feet.	Car Wash, MCA 40615

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL K-2

OBJECTIVES	ACTIVITY	MATERIALS
The child will exhibit the following locomotor skills to music: walking running leaping jumping sliding hopping galloping skipping	Freeze Game Lead-up Have children stand in a circular pattern. All movements should be done in a clockwise direction. Students learn a pattern that consists of two or three locomotor movements. Example: Jump 2 times; slide 4 times; walk in place 4 steps; repeat. When music begins, children start the pattern and repeat it as long as the music continues. When music stops, they freeze.	Record: Thriller Michael Jackson Epic Records QE 38112 Hooked On Classics RCA 1-4194 Low's Clark conducting the Royal Philharmonic Orchestra 1981 Movin' by Hap Palmer AR 546 **TEACHING SUGGESTIONS** 1. After children have mastered a pattern, give them a new pattern. 2. Teach pattern in a line formation first, with children behind you.

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL Beginning Routine (K-2)

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The child will perform a lead-up aerobic dance.	Perform this routine to the music. "Pink Panther."[11]	**RECORD:** Rhythmic Parachute Play KEA 6020-C
	Introduction 8 shallow knee bends in time to the music. Bunny hop forward 2 slow, then 3 fast. Squat very low; then pop up. Bunny hop backward 2 slow, then 3 fast. Squat very low; then pop up.	
	Repeat forward bunny hops again with squat and pop up. Lunge forward with right foot; remain in lunge; clap 4 times; then jump back to feet-together position.	Other Records: Jackie Sorensen's Elementary Aerobic Dancing (Instrumental only) KEA 1126
	Jog circle 8 counts, knee bend 4 counts. Step-together right and left 8 times.	"Star Wars Theme" "Laverne and Shirley"
	Run in place 2 slow, 3 fast; squat low and pop up.	Movement Fun AR-21 "Haste to the Wedding" "Honest John"
	Repeat 2 more times. Lunge right, clap 4, jump back. Lunge left, clap 4 jump back. Knee bends 4.	"Bunny Hop"
	Repeat bunny hops, squats, and pop-ups forward, backward and forward again. Lunge right, clap 4, jump back. Lunge left, clap 4, jump back. Knee bends to the end.	Rope Jumping and Ball Handling B-2058 "Hey Diddle Diddle" "Sing a Song of Six-pence"

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[11] Judy Maraschiello "B" Aerobics Potomac, Maryland.

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL Intermediate Routine (3rd and 4th)

OBJECTIVES	ACTIVITY	MATERIALS
The student will perform an elementary aerobic dance.	Perform this routine[12] to the music "Dixieland". Introduction 8 counts--quick knee bends in place.	Record: Rope Jumping and Ball Handling Skills B 2058
	COMBINATION #1 Heel-Step 16 counts Heel, together, heel, together. Heel, pause, together. Then repeat. 3-Step Turn--8 counts Turn right, left, right, clap. Turn left, right, left, clap. Step and Touch 8 counts Step on the right foot; touch left foot in front. Step on the left; touch right in front. Repeat entire sequence.	ADDITIONAL RECORDS: Jackie Sorensen Elementary Aerobic Dancing "Stargazer" KEA 1126 Movin' by Hap Palmer AR 546
	COMBINATION # 2 Windshield Job--8 counts Jog in place and use hands like windshield wipers. Step Kick--16 counts Step on right; kick left. Step on left; kick right. Do 4 alternately on each leg. Toe Twist--8 counts On balls of feet, remain in place and twist on one foot at a time alternating back and forth. Shake hands out at sides.	TEACHING SUGGESTIONS Combinations 1, 2, and 3 may be taught as individual routines or may be joined for one longer routine.

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[12] Judy Maraschiello
Courtesy of "B"
Aerobics Potomac, Md.

OBJECTIVES	ACTIVITY	MATERIALS
	COMBINATION #3	
	Heel Hits--8 counts Stand on one foot; bring heel up behind you and hit with hand on the same side; repeat with other foot. Do each heel 4 times, alternating feet. Step Together--8 counts Step right; close and touch the left. Step left; close and touch the right. Step to each side 4 times alternately. Repeat #2. Repeat #1. 8 step kicks to the end.	

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL Advanced Routine (5th and 6th)

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The student will synchronize body movement with rhythm to include concepts of mood, tempo, force, space, and time.	Perform this routine[13] to music "P. Y. T."	Record: Thriller by Michael Jackson "PYT" Epic Records QE 38112
	Introduction--32 counts	
	Bend body to the side and hold 16 counts. Bend body to the other side and hold 16 counts.	
	COMBINATION #1--16 counts	
	Move hips side to side quickly 8 counts. Step and Touch 4 times. Then repeat all of #1.	
	COMBINATION #2--16 counts	
	Step Kick 4 times. step right; kick left; step left; kick right; step right; kick left; step left; kick right. Three-Step Turn--8 counts Turn right; left, right, clap. Turn left, right, left, clap. Then repeat all of #2.	**TEACHING SUGGESTIONS**
	CHORUS--COMBINATION #3	
	Bunny hop 2 front; clap 3 times. Bunny hop 2 back; clap 3 times. Step-Together 4 alternately Step right; touch left; step left; touch right; repeat.	

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[13] Barbara Gershbery
Courtesy of "B"
Aerobics Potomac, Md.

OBJECTIVES	ACTIVITY	MATERIALS
	Heel-Step--4 alternately Step on right; put out left heel; step on left; put out right heel; repeat. Walk 4 steps in place. Repeat all of #3.	
	COMBINATION #4--20 counts	
	Kick right, kick left, kick right, kick left; pony 8 in place. Kick right, kick left, kick right, kick left; pony 4 in place.	

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL 3-6

OBJECTIVES	**ACTIVITY**	**MATERIALS**
The student will create and practice a sequence/dance to music, with a partner.	"Create-a-Dance" In a 30 minute period: 5 minutes introduction. Assign students a partner. Tell them that with their partner they have 15 minutes to make up an aerobic dance routine that is less than 1 minute long. They must use the following steps in their dance: step-hop turn sliding jogging Tell students to try to capture the flavor of the music. Go from group to group and help students cooperate with each other and get ideas. The last 10 minutes of the class, the students will perform their routines for the class.	Records: "Star Wars" or Jackie Sorensen Elementary Aerobic Dancing Thriller Michael Jackson Epic Records QE 38112 Footloose Kenny Loggins Columbia (CBS) 39242 **TEACHING SUGGESTIONS** 1. Students can work in larger groups if class is large or time limited. 2. Students can choose their own music from your selections. 3. Students can be given more than one class period to produce a more elaborate dance. 4. Some prior instruction in aerobic dance may be necessary. 5. You can assign certain movements to help students create quickly.

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL K-6 Cool Down

OBJECTIVES	ACTIVITY	MATERIALS
The student will be able to perform the rhythmic activity.	Popcorn Use scattered formation. Part I - Heel-Step Feet together. Touch right heel forward; return to place. Repeat. Touch left heel forward; return to place. Repeat. Part II Touch right toe back; return to place. Repeat. Touch left toe back; return to place. Repeat. Part III Raise right leg and slap knee with opposite hand. Raise left leg and slap knee with opposite hand. Part IV Kick right leg forward. Kick left leg forward.	"Popcorn" Hot Butter NCR-45 #1959 **TEACHING SUGGESTIONS** With kindergarten and 1st grade, use no music or slower music.

OBJECTIVES	ACTIVITY	MATERIALS
	Part V Slap knee with opposite hand. Slap other knee with opposite hand. Part VI Clap hands together. Jump up and turn a quarter turn to right.	

UNIT Dance

CONTENT AREA Aerobic Exercise

GRADE LEVEL 3-6 Cool Down

OBJECTIVES	ACTIVITY	MATERIALS
The student will be able to perform the rhythmic activity.	"Amos Moses" Use scattered formation. Fundamental skills used are: Heel touch, toe touch, grapevine, flexibility, and laterality. Part 1--Right heel forward; return to place. Left heel forward; return. Part 2--Right toe back; return. Left toe back; return. Part 3--Grapevine: Right foot cross in front of left. Left step out to side. Right foot cross in back of left. Left foot step out to the side. Part 4--Repeat parts 1-3.	"Amos Moses" American Dances! AR 57 Educational Activities, Inc.

RHYTHM AND DANCE

REFERENCES

BOOKS

Baltimore County Public Schools. *A Guide for Elementary School Physical Education*. Baltimore, Md.: BCPS, 1982.

Bennett, John. *Rhythmic Gymnastics in Your Curriculum*, MCPS Curriculum Development Workshop, June 27, 1984.

Harford County Public Schools. *Elementary Physical Education, Curriculum Guide*. Harford County, Md.: HCPS, 1982.

Montgomery County Public Schools. *Arts Activities Bank*. Rockville, Md.: MCPS, 1977.

---. *Elementary Physical Education Perceptual-Motor Resource Guide*. Rockville, Md.: MCPS, 1979.

---. *Elementary Physical Education Student Performance Resource Guide*. Rockville, Md.: MCPS, 1980.

---. *Rhythms and Games of Low Organization*. Rockville, Md.: MCPS, 1979.

---. *Sports Skills and Conditioning Grades K-6*. Rockville, Md.: MCPS, 1979.

Murray, Ruth Lovell. *Dance in Elementary Education: A Program for Boys and Girls*, New York: Harper & Row, 1963.

Sorensen, Jackie, with Bruns, Bill. *Aerobic Dancing*, New York: Rawson, Wade, 1979.

RECORDS

The rhythmic materials presented in the following list provide a wide range of activities at all levels. This list should not be considered all-inclusive. Many new resources being produced each year and these may provide better or equal rhythm experiences for children.

Popular music provides another fine source of rhythmic material. Professional staff should be sure to screen their material for offensive or suggestive words and ideas.

Suggested Records from this Guide

Record Name	Company
A Chorus Line PS 33581	Columbia
All Purpose Folk Dances RCA 1623	RCA
And the Beat Goes On by Amrose Brazelton KEA 5010	Kimbo
And the Beatles Go On and On for Physical Education by Ambrose Brazelton KEA 8080	Kimbo
Animal Rhythms CM 1044	Classroom Materials Co.
Ashanti Folk Tales from Ghana SC 7710	Folkways Records
Authentic Indian Dances and Folklore KIM 9070	Kimbo
Ball Gymnastics KIM 4031	Kimbo
Chinese Ribbon Dance	Twinson Company
Clap, Snap, Tap by Ambrose Brazelton AR 48	Educational Activities, Inc.
Classroom Rhythms Library, Rhythms (Vol. 1) from the Land of Make-Believe CM 1055 (Vol. 4)	Classroom Materials Co.
Cooperative Activities narrated by Ambrose Brazelton KEA 9005	Kimbo
Coordination Skills KEA 6050	Educational Activities, Inc.
Creative Movement and Rhythmic Expression by Hap Palmer AR 533	Educational Activities, Inc.
Dance-a-Story RCA Series: Noah's Ark LE 102 Magic Mountain LE 103 The Brave Hunter LE 105 Flappy and Flippy LE 106 The Toy Tree LE 107 At the Beach LE 108	RCA

Record Name	Company
Dances Without Partners Vol. 1 AR 32 Vol. II AR 33	Educational Activities, Ins.
Elementary Aerobic Dancing KEA 1126	Kimbo
Ethnic Dances of Black People Around the World KIM 9040	Kimbo
Festival Folk Dances 1621	RCA
First Folk Dances 1625	RCA
Folk Dances for All Ages 1622	RCA
Folk Dances for Fun 1624	RCA
Fundamental Rhythms for the Younger Set KIM 3090	Kimbo
Get Ready to Square Dance AR 68	Educational Activities, Inc.
Getting to Know Myself AR 543	Educational Activities, Inc.
Happy Folk Dances 1621	RCA
Happy Times SG1	Educational Recordings of America, Inc.
I Am A Circus 10009A	Young People's Records
Jackie Sorensen Presents Aerobic Dancing KEA 1125	Kimbo
Joyful Folk Dances ERS 6	Educational Record Sales
Jump Aerobics KIM 2095 by Don Disney	Kimbo
Kindergarten Funtime MR 6010	Bowmar
Learning Basic Skills Through Music - Building Vocabulary Hap Palmer AR 521	Educational Activities, Inc.
Let's Square Dance RCA Volume I LE 3000 Volume II LE 3001 Volume III LE 3002 Volume IV LE 3003 Volume V LE 3004	RCA
Modern Tunes for Rhythms and Instruments by Hap Palmer AR 526	Educational Activities, Inc.

Record Name	Company
Mod Marches by Hap Palmer AR 527	Educational Activities, Inc.
Movement Fun AR 211	Educational Activities, Inc.
Movin' by Hap Palmer AR 546	Educational Activities, Inc.
Multicultural Folk Tales KEA 1160	Kimbo
Musical Ball Skills AR 30	Educational Activities, Inc.
"New York, New York" sung by Frank Sinatra GRE 0122	Reprise Records
"9 to 5" Dolly Parton GB-12316	RCA VIC
Pre-Square Dance sung by Lou Stallman LPED 120A	Educational Records Sales
Rhythm Stick Activities by Henry "Buzz" Glass Rosemary Hallum AR 55	Educational Activities, Inc.
Rhythmic Parachute Play KEA 6020	Kimbo
Rhythmic Rope Jumping KIM 4001	Kimbo
Rope Jumping and Ball Handling #2058	Bowmar
Rounds and Mixers Numbers 2 # 2063	Bowmar
Rounds and Mixers Old and New # 2056	Bowmar
Simplified Lummi Stick Activities KIM 2015	Kimbo
Songs in Motion: Activity Songs/Nursery Rhymes AR 694	Activity Records, Inc.
"Thank God I'm a Country Boy" John Denver GB 10476	RCA
The Wiz 6010	MCA
"Thriller" Michael Jackson QE 38112	Epic Records, 1982
To Move Is to Be KEA 8060	Kimbo

The following materials are not mentioned in the guide but may supplement the rhythms and dance program.

Record Name	Company
Aerobic Rope Activities AR 43	Educational Activities, Inc.
African Heritage Dances E 36	
Afro Rhythms KIM 6060	Kimbo
All-American Dance Winners AR 37, AR 42	Educational Activities, Inc.
Chicken Fat KIM 209	Kimbo
Children's Songs from Latin America (bilingual) by Tom Glazer CMS 659	CMS
Chute the Works KEA 9095	Kimbo
Colonial Singing Games and Dances WS 107	AV Distribution, The Colonial Williamsburg Foundation
Danish Ball Rhythmics AR 34, AR 35	Educational Activities, Inc.
The Development of Body Awareness and Position in Space AR 605	Educational Activities, Inc.
Fifteen Times for Physical Fitness	Kimbo
Five Minutes for Fitness KIM 235	Kimbo
Folk Dances (Latin America)	Bowmar
Get Fit While You Sit AR 516	Educational Activities, Inc.
Honor Your Partner Series Ed Durlacher HYP 1-4	Educational Record Sales
Ideas, Thoughts and Feelings by Hap Palmer AR 549	Educational Activities, Inc.
Indian Music of the Southwest FW 8850 A	Folkways Record
Indian War Dance	Twinson
Jumpnastics KEA 6000	Kimbo
Kimbo Kids - Rhythmics K 1066	Kimbo

Record Name	Company
Mexican Folk Dances B 211	Bowmar
Music for Movement Exploration KEA 5090	Kimbo
Music of American Indians WE 89	RCA Victor
Physical Fitness for the Younger Set KIM 2020	Kimbo
Pop Rock Parachute KEA 6025	Kimbo
Pre-Square Dance - Vol. 2 Sung by Lou Stallman LPED 120A	Educational Record Sales
Pretend by Hap Palmer AR 563	Educational Activities, Inc.
Rhythmic Activity Songs Vol. 2 KIM 2060 LP 1066	Kimbo
Rhythmic Activity Songs Vol. 3 KIM 2070 LP 1077	Kimbo
Rhythmic Limbo #1608B	Hoctor Dance Records
Rhythmic Parachute Activities KEA 6020	Kimbo
Rhythmic Parachute Activities with Folk Dance Music KEA 9090	Kimbo
Rhythmrix Album #31	Educational Activities, Inc.
Rope Skipping HYP 12	Educational Activities, Inc.
Sensorimotor Training in the Classroom AR 532	Educational Activities, Inc.
Sing 'N Do Albums 1-11	Educational Activities, Inc.
Square Dance Fun for Everyone Ruby Franklin KEA 1138	Kimbo
Yoga by Mary Martin KIM 0890	Kimbo

APPENDIX

CONTENT PROGRESSION CHART--SINGING GAMES

ALBUM AND SONG	FORMATION	ACTION	SUGGESTED GRADE	PAGE
HAPPY TIMES - SG 1 (Educational Activities)				
* How Do You Do My Partner	Double circle	mimetics, slide	K	21
Hickory Dickory Dock	Single circle	walk, stamp	K	
* Two Little Black Birds	Double circle	run	K	20
* Gallant Ship	Double circle	walk, mimetics	K	20
* Looby Lou	Single circle	walk, mimetics	K	39
Let Your Feet Go Tap Tap Tap	Double circle	tapping, skip	K	
Five Little Chickadees	Single circle	mimetics	K	
Blue Bird	Single circle	walk	K	
* Mulberry Bush	Single circle	walk, mimetics	K	76
* Muffin Man	Single circle	skip	K	24
* This Is the Way the Lady Rides	Scatter	walk, run, gallop	K	37
Did You Ever See a Lassie?	Single circle	walk, mimetics	K	
* Heads, Shoulders, Knees, and Toes	Scatter	mimetics	K	37
* Sally Goes Round the Moon	Scatter	walk, slide, skip, run	K	37
* Farmer in the Dell	Single circle	walk, run	K	20
* Hey Betty Martin	Scatter	mimetics	K	37
SINGING GAMES - SG 2 (Educational Activities)				
* Jolly Is the Miller	Double circle	walk, mimetic	1	39
Go Round and Round the Village	Single circle	walk, skip	K	
* Skip to My Lou	Double circle	skip	1	24
Four in a Beat	Single circle	walk	1	
Green Coffee Grows	Single circle	walk, skip, slide	1	
Bingo	Double circle	walk, slide	3	

* Dances used in this curriculum guide

ALBUM AND SONG	FORMATION	ACTION	SUGGESTED GRADE	PAGE
Climbing Up the Mountain	Double circle	walk, mimetics	K	
O Susanna	Single circle	walk	3	
Captain Jinks	Single circle	walk, swing	2	
Sent My Brown Jug Downtown	Single circle	walk, slide, arm turn	3	
Old Brass Wagon	Double line	slide, reel	2	
Jimmy Crack Corn	Double line	walk, arm swing	2	
SINGING GAMES #201 BOWMAR				
Round and Round the Village	Single circle	walk, skip	K	
When I Was a Shoemaker	Single circle	walk, mimetics	K	
The Sleeping Princess	Double circle	walk, skip, dramatization	K	
Charlie over the Water	Single circle	walk, skip, gallop, slide	K	
Little Polly Flinders	Single circle or two lines	walk, run, mimetics	K	
Our Exercise	Single circle	exercise	K	
Cats and Rats	Two lines	walk, run	K	
Kitty White	Single circle	walk, creep, running	K	
Pussy Cat	Single circle	walk, run	K	
SINGING GAMES #202 BOWMAR				
Nuts in May	Two lines	walk, tug-of-war	1	
Come Skip with Me	Single circle	skip	K	
* Pussy Cat Pussy Cat	Double circle	run, jump	1	78
I See You	Four lines	walk, skip	1	
London Bridge	Arch, line	walk, tug-of-war	1	
The Swing	Double circle	walk	K	
Lazy Mary	Single circle	walk, dramatization	K	
The Snail	Single circle	walk	K	

* Dances used in this curriculum guide

ALBUM AND SONG	FORMATION	ACTION	SUGGESTED GRADE	PAGE
* A-Hunting We Will Go	Two lines	skip	K	38
Seven Steps	Double circle	run	1	
Dance of Greeting	Single circle	stamp run	1	
Marusaki	Single circle or lines	dramatization	K	
Chimes of Dunkirk	Single circle	run	K	
Turn Me Around	Double circle	run, slide, stamp	1	
The Sleeping Man	Single circle	walk, run, skip	K	
SINGING GAMES AND FOLK DANCES #203 BOWMAR				
Please Porridge Hot	Double circle	slide	1	
* Carousel	Double circle	slide	K	21
Bluebird Through the Window	Single circle	run, skip	K	
Children's Polka	Single circle	slide, stamp, jump		
Cshebogar	Single circle	slide, walk, run	3	
Hot Cross Buns	Double circle	walk, skip, bleking	3	
Indian War Dance	Single circle	step-hop, leap, toe-heel	3	
Jolly Is the Miller	Double circle	skip	1	
Rig-a-Jig-Jig	Single circle	walk, skip	K	
* Jump Jim Joe	Double circle	jump, run, slide, stamp	2	94
Nixie Polka	Single circle	run, bleking	3	
Skip to My Lou	Double circle	walk, skip	1	
Swiss May Dance	Double circle	run	2	
Ten Little Indians	Single circle	run, slide	2	
* Thread Follows the Needle	Line	walk	1	38
Yankee Doodle	Line	walk	1	

* Dances used in this curriculum guide

ALBUM AND SONG	FORMATION	ACTION	SUGGESTED GRADE	PAGE
PLAY PARTY GAMES #B209 BOWMAR				
Sandy Land	Single circle	walk	3	
Four in a Boat	Single circle	skip, walk	1	
Yankee Doodle	Single circle	walk, slide	1	
Bow, Bow, Belinda	Two lines	walk	2	
Skip to My Lou	Single circle	walk, skip	1	
Shoot the Buffalo	Single circle	walk	3	
Johnny O'Brown	Single circle	walk	2	
Shoo Fly	Single circle	walk	1	
Paw Paw Patch	Two lines	skip	2	
Cindy	Optional	optional	3	
Turn the Glasses Over	Double circle	walk	2	
PLAY PARTY GAMES #B210 BOWMAR				
Old Dan Tucker	Single circle	walk	3	
Bingo	Single circle	walk	3	
Jolly Miller	Double circle	step-hop	3	
Old Brass Wagon	Two lines	slide, walk	2	
Buffalo Gals	Double circle	two-step, walk	2	
Jubilee	Two lines	walk	3	
Old Grey Goose	Single circle	walk, stamp, glide	1	
* Pop Goes the Weasel	Double circle	skip, walk	1	73
Sent My Brown Jug Downtown	Single circle	walk, two-step	3	
O Susanna	Single circle	walk	3	

* Dances used in this curriculum guide

CONTENT PROGRESSION CHART

ROUNDS AND MIXERS

NAME	GRADE LEVEL	RECORDS	PAGE NO.
Brown Eyed Mary	3	Rounds and Mixers Old and New	
*Jolly Is the Miller	3	Rounds and Mixers Old and New	72
*Mix About	3	Rounds and Mixers Old and New	72
Bunny Hop	3	Rounds and Mixers Number 2	
Smiles	4	Rounds and Mixers Old and New	
Oh Johnny	4	Rounds and Mixers Old and New	
Teddy Bear Mixer	4	Rounds and Mixers Old and New	
*Heel and Toe Polka	4	Rounds and Mixers Number 2	73
Western Stomp	5	Rounds and Mixers Number 2	
Hey Look Me Over	5	Rounds and Mixers Number 2	
*Alley Cat	5	Rounds and Mixers Number 2	73
Manitou	5	Rounds and Mixers Number 2	
Cowboy Mixer	5	Rounds and Mixers Number 2	
Ten Pretty Girls	5	Rounds and Mixers Old and New	
Happy Polka	6	Rounds and Mixers Number 2	
Canadian Barn Dance	6	Rounds and Mixers Number 2	
Boston Two Step	6	Rounds and Mixers Number 2	
Zip Code 001	5	Dances Without Partners AR 32	
The Cat's Meow	5	Dances Without Partners AR 32	
The Mexican Clap Dance	5	Dances Without Partners AR 32	
Old Town Stomp	5	Dances Without Partners AR 32	

*Dances used in this curriculum Guide

CONTENT PROGRESSION CHART

ROUNDS AND MIXERS

NAME	GRADE LEVEL	RECORDS	PAGE NO.
Uno, Dos, Tres	5	Dances Without Partners AR 32	
Coming Round the Mountain	5	Dances Without Partners AR 32	
The Flea Jump	5	Dances Without Partners AR 32	
Virginny Circle	5	Dances Without Partners AR 32	
The Mexican Jumping Bean	5	Dances Without Partners AR 33	
Step 'n Stomp	5	Dances Without Partners AR 33	
Foot Fancy	5	Dances Without Partners AR 33	
*Pop Goes the Weasel	5	Dances Without Partners AR 33	73
Circle Schottische	5	Dances Without Partners AR 33	
Dutch Treat	6	Dances Without Partners AR 33	
Star Shuffle	6	Dances Without Partners AR 33	
Let's Cha Cha	6	Dances Without Partners AR 33	

*Dances used in this curriculum guide

CONTENT PROGRESSION CHART—FOLK DANCES

Grades K - 3

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
How Do You Do My Partner	Sweden	Double circle	Skip	K		First Folk Dances RCA LPM1625
Round and Round the Village	England	Single circle	Walk, skip	K		First Folk Dances RCA LPM1625
Bridge of Avignon	France	Double circle	Skip, slide	K		First Folk Dances RCA LPM1625
*Carousel	Sweden	Double circle	Slide	K	21	Singing Games and Folk Dances Bowmar B203
*Chimes of Dunkirk	France	Double circle	Stamp, clap, skip, slide	1	25	Folk Dances for Fun RCA LPM1624
*Shoemaker's Dance	Denmark	Double circle	Run, step, hop, slide	1	76	Folk Dances for Fun RCA LPM1624
*Kinderpolka	Germany	Single circle	Stamp, clap, slide	1	25	First Folk Dances RCA LPM1625
*The Wheat	Czechoslovakia	Triple circle	Walk, skip	1	79	First Folk Dances RCA LPM1625
I See You	Swedish	Two double lines	Skip arm turns	1		First Folk Dances RCA LPM1625
Danish Dance of *Greeting	Denmark	Single circle	Stamp, run	1	76	First Folk Dances RCA LPM1625

***Dances used in this curriculum guide**

CONTENT PROGRESSION CHART—FOLK DANCES

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
*Polly Wolly Doodle	U.S.A.	Double circle	Skip, slide, walk, stamp	1	24	First Folk Dances RCA LPM1625
Come Let Us Be Joyful	Germany	Circle threes Facing threes	Walk, skip	2		Folk Dances for All Ages RCA LPM1622
*Seven Jumps	Denmark	Circle	Step-hop or skip	2	82	All Purpose Folk Dances RCA LPM1623
Bow, Bow, Belinda	U.S.A.	Double line	Walk, skip	2		Play Party Games Bowmar 209
Gustaf's Skoal	Sweden	Square four couples	Walk, skip	2		Folk Dances for All Ages RCA LPM1622
Shoo Fly	U.S.A.	Single circle	Walk	2		Play Party Games Bowmar 209
Noble Duke of York	U.S.A.	Two lines	Walk, skip	2		Let's Square Dance RCA LE3000
Skating Away	U.S.A.	Single circle	Walk	2		Let's Square Dance RCA LE3000
Shake Them Simmons Down	U.S.A.	Single circle	Walk	2		Let's Square Dance RCA LE3000
*Bleking	Sweden	Single circle	Bleking step, step-hop	3	82	Folk Dances for All Ages RCA LPM1622

*Dances used in this curriculum guide

CONTENT PROGRESSION CHART—FOLK DANCES

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
*La Raspa	Mexico	Double circle	Bleking step, skip or run	3	82	All Purpose Folk Dances RCA LPM1623

La Raspa is a simple novelty dance based on a Mexican folk tune and should not be confused with the difficult Mexican Hat Dance.

*Virginia Reel	U.S.A.	Two lines	Walk, slide	3	95	Folk Dances Bowmar B205 Album 5

The Virginia Reel is a good dance to demonstrate the type of dancing done by the early pioneers.

Green Sleeves	England	Double circle	Walk, balance	3		Folk Dances for Fun RCA LPM1624
Glow Worm	U.S.A.	Double circle	Walk	3		All Purpose Folk Dances RCA LPM1623
Noriu Miego	Lithuania	Double circle	Bleking step, walk	3		Folk Dances for Fun RCA LPM1624
Cshebogar	Hungary	Single circle	Walk, stamp, slide, jump	3		Folk Dances for Fun RCA LPM1624
Nigarepolska (Nixie Polka)	Sweden	Single wide	Bleking step, run	3		First Folk Dances RCA LPM1625
*O Susanna	U.S.A.	Single circle Girls to gents' right	Walk, swing	3	94	All Purpose Folk Dances RCA LPM1623

*Dances used in this curriculum guide

CONTENT PROGRESSION CHART—FOLK DANCES

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
Turn Around Me	Czechoslovakia	Double circle	Walk, run, stamp	3		All Purpose Folk Dances RCA LPM1623
*Patty-Cake Polka	U.S.A.	Double circle	Heel-toe, slide, clapping	4	96	Folk Dances #5 Bowmar B205 LP

*Dances used in this curriculum guide

CONTENT PROGRESSION CHART—FOLK DANCES

Grades 4 - 6

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
* Hora	Israel	Single circle	Side-step	4	83	LPM 1623
Hop Mor Annika	Sweden	Double circle	Walking, skipping, clapping, polka	4		LPM 1624
Norwegian Mountain March	Norway	Groups of three	Waltz or step-hop	4		LPM 1622
Lott Ist Tod	Sweden	Double circle	Stepdraw, slide, polka	4		LPM 1622
Crested Hen	Denmark	Threes	Step-hop-step, hop-swing	4		LPM 1623
* Klumpakojis	Lithuania	Single circle	Walk, polka	4	83	LPM 1624
Minuet	France	Double line	Minuet step, balance	4		LPM 1621
* Ace of Diamonds	Denmark	Double circle	Polka, bleking step	4	83	LPM 1622
Dutch Couples	Netherlands	Double circle	Step-hop, step-swing jump	4		LPM 1620
Ten Pretty Girls	U.S.A.	Line	Walk, grapevine	5		RCA 1624

*Dances used in this curriculum guide

CONTENT PROGRESSION CHART—FOLK DANCES

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
* Misirlou	Greece - U.S.A.	Circle	Walk, grapevine	5	83	Happy Folk Dances RCA 1620
Misirlou dance is probably the best known of all the circle dances without partners. Its music is based on the Greek dance Drithikos.						
Klappdans	Sweden	Double circle	Polka	5		Folk Dances for Fun RCA 1624
Ribbon Dance	England	Column of couples	Walk, skip, polka	5		RCA 1621
Going to Boston	U.S.A.	Two lines facing	Walk, grand right and left	5		Let's Square Dance RCA Album #4
Chestnut Tree	England	Double circle	Schottische, walk hop, heel-toe steps	5		All Purpose Folk Dances RCA 1623
Soldier's Joy	U.S.A.	Double circle of couples	Walk, ladies chain do-si-do	5		Happy Folk Dances RCA 1620
Blackberry Quadrille	U.S.A.	Two lines facing; boys with partners on right	Ladies chain right and left through	5		RCA 1620
Shiboleth Basedah	Israel	Single circle	Slide-step, step-hop	5		Folk Dance for All Ages RCA 1622
Moskrosser	Denmark	Double circle	Schottische step	5		Folk Dances for All Ages RCA 1622

*Dances used in this curriculum guide

CONTENT PROGRESSION CHART—FOLK DANCES

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
Gathering Peascods	England	Single circle	Walk, arm turn, slide-step	5		Festival Folk Dances RCA 1621
* Joy for Two	Ireland	Double circle	Schottische step, reel step	5	83	Folk Dances for All Ages RCA 1622
* Djurdjivka	Serbia	Broken circle	Kolo step	5	83	Happy Folk Dances RCA 1620
Sicilian Tarantella	Italy (Sicily)	Two couples in a set	Step-swing, run, skip	5		Festival Folk Dances RCA 1621
Sellingers Round	England	Circle	Balance, slide walk	5		RCA 1621

Sellingers Round is one of the oldest and best-known English Country dances; it is said to have been danced in Queen Elizabeth's day.

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
Cotton Eyed Joe	U.S.A.	Double circle	Slide-two step	6		Festival Folk Dances RCA 1621

This vigorous dance in many versions is done throughout the southwestern part of the United States. It is a form of the "heel-and-toe polks.

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
Gie Gordons	Scotland	Double circle	Walk - two step (polka)	6		Happy Folk Dances RCA 1620
* Spanish Circle Waltz	U.S.A.	Two couples in a set	Waltz--balance	6	83	Happy Folk Dances RCA 1620

The Spanish Circle Waltz dates back to the Civil War period.

***Dances used in this curriculum guide**

CONTENT PROGRESSION CHART—FOLK DANCES

NAME OF DANCE	COUNTRY	BASIC FORMATION	BASIC MOVEMENT	SUGGESTED GRADE	PAGE NO.	ALBUM OR RECORD
Rakes of Mallow	Ireland-U.S.A.	Two lines	Walk (Leap-run-run	6		Happy Folk Dances RCA 1620
This popular Irish tune, also known as Galway Piper, is used for innumerable dances, including many American squares and contras. Irish Waves of Tory is one of the many done in Ireland to this melody.						
Bummel Schottische	U.S.A.-Germany	Circle	Polka step	5		Folk Dances for All Ages RCA 1622
Hay Makers Jig	U.S.A.	Two lines	Walking	6		Let's Square Dance RCA 3004
* Buggy Schottische	U.S.A.	Two couples in a set	Schottische step-hop	6	83	Happy Folk Dances RCA 1620
* Supmalinas	Latvia	Two couples in a set	Polka and waltz steps	6	83	Festival Folk Dances RCA 1621

*Dances used in this curriculum guide

CONTENT PROGRESSION CHART--SQUARE DANCE

ALBUM	BAND	FORMATION	NEW BASICS	SUGGESTED GRADE
Sets in Order S10 6001	1	Circle	Partner--honors--do si do--walk--circle left or right--forward and back	3
Sets in Order S10 6001	2	Circle	Walk around--swing--couple promenade	3
Sets in Order S10 6001	3	Circle	Corner--allemande left--single file promenade	3
Sets in Order S10 6001	4	Lines of four	Promenade in lines of four--face the couple next to you--inside gents go out--outside couples move up one--ladies move up--right hand star	3
Sets in Order S10 6001	5	Square	Position numbers and names--promenade outside or inside	3
Sets in Order S10 6001	6	Square	Grand right and left--split the ring--separate	3
Sets in Order S10 6001	7	Square	Ladies (or men) center--back to back--courtesy turn--forearm turns--partner left, corner right--promenade the corner	4
Sets in Order S10 6001	8	Square	Lead right--circle to a line	4
Sets in Order S10 6001	9	Square	Bend the line--opposite do-si-do	4
Sets in Order S10 6001	10	Square	Two ladies chain	4
Sets in Order S10 6001	11	Square	No new calls. Review ladies chain and bend the line	4
Sets in Order S10 6001	12	Square	Four ladies grand chain--chain right or left	4

CONTENT PROGRESSION CHART--SQUARE DANCE

ALBUM	BAND	FORMATION	NEW BASICS	SUGGESTED GRADE
Sets in Order S10 6001	13	Square	Right and left through--promenade halfway	4
Sets in Order S10 6001	14	Square	No new basics. Review of all basics in album	4
Sets in Order S10 6002	1	Square	Review calls in Volume I	5
Sets in Order S10 6002	2	Square	Left hand star--star promenade inside out and outside in	5
Sets in Order S10 6002	3	Square	Do Paso--all around your left hand lady--see-saw your pretty little taw	5
Sets in Order S10 6002	4	Square	Pass through-around one or two	5
Sets in Order S10 6002	5	Square	Box the gnat--roll away with a half sashay	5
Sets in Order S10 6002	6	Square	Allemande that star--shoot that star	5
Sets in Order S10 6002	7	Square	No new basics. Review.	5
Sets in Order S10 6002	8	Square	Weave the ring	5
Sets in Order S10 6002	9	Square	California twirl	5
Sets in Order S10 6002	10	Square	Dive through	5

CONTENT PROGRESSION CHART--SQUARE DANCE

ALBUM	BAND	FORMATION	NEW BASICS	SUGGESTED GRADE
Sets in Order S10 6002	11	Square	Ends turn in	5
Sets in Order S10 6002	12	Square	Rip 'n snort	5
Sets in Order S10 6002	13	Square	Grand square	5
Sets in Order S10 6003	1	Square	Review of S10 6001 and 6002	6
Sets in Order S10 6003	2	Square	U-turn back--three-quarter chain	6
Sets in Order S10 6003	3	Square	Cross trail	6
Sets in Order S10 6003	4	Square	Wheel around--turn back on the outside track	6
Sets in Order S10 6003	5	Square	Square through--one-half--three-quarter--full	6
Sets in Order S10 6003	6	Big X	No new basics	6
Sets in Order S10 6003	7	Square	Bugg step swing	6
Sets in Order S10 6003	8	Square	Right and left grand--turn back	6
Sets in Order S10 6003	9	Square	Review square through--around one to a line of four	6

CONTENT PROGRESSION CHART--SQUARE DANCE

ALBUM	BAND	FORMATION	NEW BASICS	SUGGESTED GRADE
Sets in Order S10 6003	10	Square	Review U-turn back--three-quarter chain--cross trail--wheel around turn back--square through	6
Sets in Order S10 6003	11	Square	Star through	6
Sets in Order S10 6003	12	Square	Alamo style--slip the clutch	6
Set in Order S10 6003	13	Square	Couple back track	6
Sets in Order S10 6003	14	Square	No new basics. Review level three.	6

This sample evaluation sheet may be used for grades 3-6. Either the teacher or the student lists the skills that are going to be taught or that have been taught. The student on a daily or unit basis checks the skills that can be performed and also checks the skills that are liked. The teacher can provide feedback to the student by also marking the "I can" column.

STUDENT SELF-EVALUATION

UNIT ________________________ NAME ________________________

GRADE ________________________ CLASS ________________________

ACTIVITY OR SKILL	I CAN	I LIKE

This is a sample written test that can be given to the 4th, 5th, or 6th grade students at the end of the square dance unit. Other questions may be added depending upon the unit focus.

4TH GRADE SQUARE DANCE COGNITIVE ASSESSMENT

Read the following sentences and fill in the blanks:

1. The couple whose back is toward the music is ________________.

    a) the last couple
    b) the head couple
    c) the side couple
    d) the fourth couple

2. "Square your set" means to ________________.

    a) sit down
    b) change places with the opposite couple
    c) change places with your partner
    d) return to your original position

3. The opposite couple is ___________________.

    a) the couple directly to your left
    b) the couple directly to your right
    c) the couple directly across from you
    d) your partner

4. In square dancing, the side couples are numbered ___________________.

    a) 1 and 2
    b) 1 and 3
    c) 2 and 4
    d) 3 and 4

5. When the caller has you return home, you go to ___________________.

    a) the opposite couples' place
    b) your original place
    c) any place you want to
    d) the side couples' place

6. A mixer is a square dance that ____________________.

    a) has you change partners
    b) has you keep your same partner
    c) lets you do what you want when "mixer" is called

7. The arrow points in a ___________________ direction.

    a) northern
    b) counterclockwise
    c) western
    d) clockwise

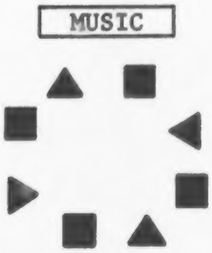
8. The arrow points in a ____________________ direction.

   a) eastern
   b) clockwise
   c) counterclockwise
   d) southern

9. In a square dance your partner stands next to you. The other person that stands next to you is your ___________________.

   a) friend
   b) opposite
   c) partner
   d) corner

10. Label the following diagram:



Use all of these terms:

couple 1
couple 2
couple 3
couple 4

11. Draw and label three different types of dance figures: a circle, a square, and a longways set.

This is a general written test on dance and rhythm concepts. It is a sample and can be expanded depending upon the students' ability level.

DANCE/RHYTHMS COGNITIVE ASSESSMENT[14]

Read the following sentences and fill in the blanks:

1. A caller directs the dancers in a ________________.

   a) folk dance
   b) jitterbug
   c) square dance
   d) disco dance

2. Tempo of the music is the ________________.

   a) speed of the music
   b) pattern
   c) accent of the notes
   d) rhythm

3. The Virginia Reel is a ________________.

   a) Danish dance
   b) American folk dance
   c) Mexican square dance
   d) Swedish folk dance

4. Aerobic dancing is good for ________________.

   a) conditioning the heart
   b) dancing with a partner
   c) social dancing
   d) relaxing

5. Dance is performed by ________________.

   a) high school students at a dance
   b) elementary school students
   c) men and women
   d) all of the above

6. Physical education includes active participation in ________________.

   a) football and softball
   b) gymnastics
   c) dance
   d) running
   e) just a, b, d
   f) a, b, c, and d

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[14] Charles County Physical Education Course of Study

7. In square dancing, the side couples are numbered ________________.

   a) 1 and 2
   b) 1 and 3
   c) 2 and 4
   d) 3 and 4

8. The Bleking step involves __________________.

   a) skipping
   b) hopping on the left foot while extending the right heel forward
   c) sliding to the left, then to the right
   d) hopping straight up and down

9. Ballet is ___________________.

   a) only for women
   b) danced by men and women
   c) not part of physical education
   d) not a way of getting physical activity

10. Dance can be performed _____________________.

   a) only in school
   b) only by show people
   c) only at a dance studio
   d) by all ages

GAMES OF
LOW ORGANIZATION

OBJECTIVES FOR GAMES OF LOW ORGANIZATION

The student objectives for games of low organization as found in Physical Education: A Maryland Curricular Framework are to:

- Demonstrate ability in locomotor and non-locomotor movements.
- Demonstrate ability in manipulative skill activities.
- Demonstrate ability to participate in team games and sports.
- Demonstrate ability to participate in individual and dual games and activities.
- Comprehend rules and strategies of various sports and games.
- Comprehend principles of safe environments for physical activities.
- Display respect for self and others.
- Display positive behavior and apply appropriate decision-making skills.
- Under stressful conditions display positive group dynamic behaviors.
- Display respect for authority.
- Display self discipline.

The MCPS Program of Studies for Physical Education, Grade K-12, states that children should be able to perform the following objectives at the end of the grade level specified.

Kindergarten

- Identify basic safety rules in connection with the activities practiced.
- Begin to play cooperatively with others.
- Develop an understanding and respect for the rights of others.

Grade 1

- Participate in activities that improve muscular endurance.
- Display positive behavior toward all levels of motor skill performance.

Grade 2

- Demonstrate ways to handle and control objects of varying sizes, shapes, and textures used in games.
- Listen and follow directions of student leaders and teachers.

Grade 3

- Demonstrate safe use of equipment and facilities.

Grade 4

- Demonstrate an improvement in motor skill and efficiency in the use of various types of equipment.
- Follow the rules of a game.

Grade 5

- Receive and propel objects of differing shapes, sizes, and weights.
- Appreciate the performance of others and himself/herself.
- Have a better understanding of team play.

Grade 6

- Demonstrate basic strategic concepts and psychomotor skills in team activities.
- Work as a member of a group to accomplish a common goal.
- Understand and practice proper safety habits and use of equipment and supplies.

OVERVIEW

Throughout human history, games have been played: games that imitate life, games to practice skills of survival, games of chance, cooperative games, and games of amusement. Many of today's games, including some in this guide, greatly resemble ancient and tribal games, some of which are still played in remote areas and in cultures trying to preserve their heritage.

Group games of lower organization are activities that can be started quickly, have simple rules, and are adaptable to the available space. Children usually play as individuals or in small groups; this allows for cooperative play rather than competitive play, which is more common in upper level team sports. These games use basic skills that will be needed later games of higher organization and team sports.

Suggested Uses for Games Guide:

1. Games may be used by the classroom teacher to supplement the physical education teacher's activities.
2. Certain games may be used as warm-up activities to develop cardiovascular endurance, cooperative group skills, and/or basic movement skills.
3. Games may be used as a culminating activity to skills teaching.
4. Social skills and game strategy can be developed at the primary level through games teaching.
5. Games are an addition to skills units, not a replacement of them.

Guidelines for Games of Low Organization

1. Avoid games which require many students to wait. Seek activities in which many students are active or modify known activities to allow for greater participation.

2. If elimination games are played, limit the time a student is eliminated or change elimination to an active status. Make sure there is an objective for playing on elimination game.

3. Adapt games, play areas, and equipment to the needs and abilities of the student; e.g., use yarn or foam balls; restrict movements because of space limitations.

4. Give a short description of rules and safety; demonstrate briefly, if needed. Start activity quickly. Try to correct students during the game, without interrupting too often. The focus should be on the activity.

5. Primary children may enjoy playing more than one game in a class period. This eliminated boredom. Vigorous and non-vigorous activities can be interspersed.

6. For maximum amount of participation, more than one group of children can play the game at the same time.

7. Many activities that appear to be the same are different in one important element. For example; Jet Pilot, Drag Race, and Fire Engine appear to be the same. However, Jet Pilot focuses on a verbal cue, Drag Race on a visual cue, and Fire Engine on some counting skills.

8. When dividing children into groups, try to avoid situations where students may feel unpopular or excluded. Be aware of children's feelings, and promote cooperation and positive self-image.

9. Use "teachable moments" during class to help students display self-discipline, respect for self and others, and a positive attitude towards games and physical activities.

10. Seek activities and solutions that use group cooperation and group accomplishments. Examples: Group long jump; picking up or carrying large objects such as an earthball, large cartons, or sacks.

11. Often one can avoid "winning" pressure by using slow races or skill activities.

12. Games can be predesigned, modified predesigned, teacher-designed, teacher-child-designed and child-designed. The last two game types will be briefly described since the first three are commonly used.

    - When the children and the teacher design a game together, the teacher presents the purpose of the game and the restrictions. The children and the teacher then work cooperatively to decide on the rules, scoring, and equipment to be used. The instructor in a teacher-child designed game serves as a facilitator, enhancing and expanding ideas rather than imposing his or her ideas on the children. The teacher helps the children modify the games, offers suggestions, and manages a group of eager, charged-up children who are anxious to get the game going again. This is not an easy task, and it often takes some time to master this approach.

    - In discussing child-designed games, it is assumed that a number of games are being played simultaneously, and that few, if any, are identical. Such an environment is a complex one in which to teach. The teacher is assisting groups of children to develop different games and is responsible for observing a number of different games and assisting or staying away when appropriate. One way to increase the time the children are active is to suggest structure - purpose, boundaries, rules - when children are beginning to design their own games. As the children learn to make decisions about their games, the amount of imposed structure can be decreased.[1]

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[1] George Graham, Shirley Ann Holt/Hale, Tim McEwen, and Melissa Parker, Children Moving (Mayfield Publishing Company, 1980), pp. 119-121.

SAFETY

The following is a general checklist of safety precautions:

1. See that all play areas are free of broken glass, sharp rocks, and other safety hazards.
2. Teach children to tag lightly.
3. Teach children to tag with one hand.
4. Have sufficient space between groups and activities.
5. Develop rules for proper use of equipment.
6. Establish traffic patterns in games where necessary.
7. See that shoelaces are tied.
8. Impress on the class the need for safety precautions.
9. Do not allow a child to participate when he/she is fatigued.
10. Recommend wearing of tennis shoes.
11. Recommend wearing of proper clothing.
12. Use foam, nerf, or yarn balls for dodge games and activities.

ADAPTING GAMES FOR COOPERATIVE ACTIVITIES

As physical education teachers, we have placed an important value on competition and individual achievement. Perhaps we need to change our focus and place the self-esteem of the child first. This is not to say that competition is bad, but that the child should be the center of the activity. A child who constantly fails in competitive activities will soon develop a negative self-image. The participation in competitive activities, for this child, has not been a good preparation for later successes. At this age, many children are valued by others according to their ability to succeed in games and sports. We can attempt to offer every child a chance to feel successful.

Games can be designed so that winning is evenly distributed among students. Children can work jointly to accomplish a goal, thereby decreasing the emphasis on hoping that others lose or are eliminated and increasing their support of fellow classmates.

A cooperative activity is one in which the children are working together toward a common goal. These suggestions may help the teacher adapt any game into a cooperative effort:

1. Organize games so that the cumulative group accomplishment is stressed, rather than individual performances (group long jump, cooperative ball tap).

2. Include activities in which children focus on one another; promote awareness and interest in peers (mirroring actions, interviewing peers, identifying each other by touch).

3. Involve the children in activities in which they have to coordinate their actions (picking up and carrying large or heavy objects; creating formations with their bodies).

4. Avoid time pressures in order to reduce the "finishing first" anxiety (try slow races instead of fast ones).

5. Either avoid elimination games or make them "inclusive" ones ("out" children in Simon Says, dodge ball, etc., simply join another group).

6. Provide physical structures that will invite groups of children to participate (large horizontal tire swings, big sacks, large cartons, wide slides, etc.).

7. When dividing children into groups, guard against techniques that can create exclusion and popularity contests (try counting off, drawing different colored slips of paper, etc.).

8. When disputes occur, help children find solutions that support joint use of materials instead of individual "rights" (cooperative use of space, blocks, trikes, etc.).

9. At the conclusion of games and activities, recognize efforts and competence without naming winners.[1]

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[1] Adapted from Ramsey, Patricia G., "Beyond Winning and Losing: Confidence without Competition, Day Care and Early Education, Fall, 1980, pp. 50-54.

ADAPTING GAMES FOR HANDICAPPED STUDENTS

Games and activities should be adapted to meet the needs of handicapped/mainstreamed students. Before placing a handicapped students in an activity, the teacher must decide; 1) if the child's handicap would permit safe participation, even when adapted (an osteogenisia imperfecta child should not play pitcher in a kickball game) and 2) if the child can move sufficiently to participate. Once these questions have been answered, the teacher should consider these ideas:

A. Reduce the size of the playing area: change boundary lines; increase the number of players; use equipment which reduces the range of play.

B. Use lighter equipment: whiffle bats instead of wood/aluminum, beach balls in place of volleyballs, fleece balls in place of playground balls.

C. Slow down moving objects: balloons in place of shuttlecocks, roll instead of throw, decrease a ball's pressure.

D. Modify the rules: allow a second dance, more time to accomplish the task, lower the net, or basket.

E. Provide additional rest periods, discuss rules, team play, and allow substitutions; reduce time of periods of play.

F. Pick games that are appropriate to skill level not just to grade level.

Remember:

1. Allow children to proceed at their own rate. They have already developed personal modifications to permit their participation.
2. Adapt to suit the child's abilities rather than his/her disabilities.
3. Avoid changing the game to such a degree that children lose sight of what they started to play.
4. Encourage individuals and groups to work out their own adaptations.
5. Do not be afraid to experiment; trial and error exploration is necessary.
6. All children need exercise, specific skills, coordination, balance, cooperation, leadership, and discipline. Handicapped children especially need lifetime sports and recreation.[2]

The handicapped child's classroom teacher should be consulted for specific ideas on adapting games and activities.

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[2] Adapted from Teacher Strategies for Mainstreaming In Physical Education, (Handbook prepared by the September 24-28, 1979, Maryvale Workshop Committee, Project Coordinator, Geraldine Windham).

CONTENT PROGRESSION CHART FOR GAMES OF LOW ORGANIZATION

ACTIVITY	FORMATION	SKILLS	GRADE LEVEL	PAGE
o● Big Turtle	Small groups	Spatial awareness	K	168
o● Big Snake	Small groups	Group Cooperation	K-1	169
o● Busy Bee	Scatter	Identification of body parts	K-1	170
Chinese So-Fa	Circle	Mirroring	K-1	171
● Mouse Trap	Two lines	Running	K-1	172
Ostrich Tag	Random	Balance, running tagging	K-1	173
● Beans Away	Two lines	Throwing, catching	K-2	174
● Bear and Hunters	Circle	Tagging, running, visual cues	K-2	175
Bird Catcher	Lines	Running, tagging	K-2	176
Brownies and Elves	Lines	Running, tagging	K-2	177
Butterflies and Flowers	Groups	Running, auditory cues	K-2	178
● Captain, May I Board Your Ship?	Line to scatter	Tagging, math, or color cues	K-2	179
Change All	Circle	Running, visual cues	K-2	180
Charlie over the Ocean	Circle	Auditory cue, tagging	K-2	181
Circus Master	Circle	Locomotor movement	K-2	182
Crossing the Brook	Lines	Jop, hop, leap	K-2	183
Crows and Cranes	Lines	Running, tagging	K-2	184
Drag Race	Lines	Visual cues, running	K-2	185
Jet Pilot	Lines	Running, auditory cues	K-2	186
● Kitty Wants A Corner	Scatter	Visual cues, running tagging	K-2	187
● Knock the Ball	Lines	Rolling balls	K-2	188
● Line Race	Lines	Running, muscular fitness	K-2	189
● Locomotive Tag	Scatter	Running, tagging, auditory cues	K-2	190
Squirrels in the Trees	Groups of three	Locomotor movements	K-2	191
● Tunnel Ball	Circle	Hand-eye coordination	K-2	192
Wild Horse Roundup	Lines to random	Running, muscular endurance	K-2	193

o = cooperative games

● = new game

CONTENT PROGRESSION CHART FOR GAMES OF LOW ORGANIZATION

ACTIVITY	FORMATION	SKILLS	GRADE LEVEL	PAGE
Batman	Line	Tagging, locomotor movements	K-3	194
Circle Run (Number Chase)	Circle	Running, cardiovascular endurance	K-3	195
o● Numbers, Shapes, Letters Together	Small groups	Spatial awareness	K-3	196
● Two-Circle Pass	Two circles	Ball handling, speed, accuracy	K-3	197
● Woman/Man from Mars	Lines	Tagging, auditory memory	K-3	198
Ball Tag	Random	Running, dodging	K-6	199
Busy Ball (Snow Ball)	Scatter	Throw and catch	K-6	200
Throw and Go	Lines	Throwing, running	K-6	201
Cat and Mice	Circle	Tagging, running	1-2	202
● Dodge-em	Groups of three	Throwing, dodging	1-2	203
Forest Lookout	Circle	Agility, verbal/visual cues	1-2	204
Hound and Rabbit	Circle	Tagging, running	1-2	205
Midnight	Lines to scatter	Verbal cue, running	1-2	206
● Whistle Math	Scatter to groups	Counting, auditory cues	1-2	207
Fire Engine	Lines	Running, tagging, auditory cues	1-3	208
● Old Mother Witch	Lines to scatter	Running, tagging, Auditory cues	1-3	209
● Red Light/Green Light	Lines to scatter	Auditory awareness, running, tagging	1-3	210
o● Touchdown	Lines to scatter	Running, tagging, teamwork, changing dir.	1-3	211
Two Deep	Double circle	Tagging with control	1-3	212
● Battle Ball	Lines	Kicking, trapping	1-4	213
Defrost	Random	Running, tagging	1-4	214
● Jaws	Scatter	Running, tagging	1-4	215
o● Loose Caboose	Scatter, groups of 3	Dodging, running, cooperation	1-5	216
Stuck in the Mud	Random	Tagging, cardiovascular endurance	1-5	217

o = cooperative games
● = new game

CONTENT PROGRESSION CHART FOR GAMES OF LOW ORGANIZATION

ACTIVITY	FORMATION	SKILLS	GRADE LEVEL	PAGE
● Crazy Square	Relay style	Agility run	1-6	218
● Flag Tag	Scatter	Hand-eye coordination, running	1-6	219
o● Keep at It	Lines	Bowling	1-6	220
● Scooter Scatter	Partners	Tagging, scooter skills	1-6	221
● Cribbage Ball	Relay	Matching objects	2-3	222
● Norwegian Ball	Scatter, line	Kicking, running	2-3	223
o● Boiler Burst	Circle, scatter	Tagging, running	2-4	224
Boundary Tag	Lines	Running, cooperation	2-4	225
Hopscotch	Lines	Hopping, jumping	2-4	226
● Shut the Door	Circle	Running, tagging	2-4	228
Water Sprite	Lines	Dodging, tagging	2-4	229
o● Beanbag Golf	Scatter, groups	Throwing into a target	2-5	230
● Hook-on Tag	Random, partners	Running, cooperation	2-5	231
o● Blanket Ball	Circle	Throwing, group cooperation	2-6	232
● Bowls(Bocce)	Small groups	Rolling, throwing at Target	2-6	233
Club Snatch	Circle or line	Tagging, object handling	2-6	234
o● Cooperation Relay	Relay	Cooperation, locomotor movements	2-6	235
o● Get Em All In	Group, scatter	Balance, cooperation	2-6	236
● Octopus	Scatter	Running, throwing, dodging	2-6	237
Overhead Passing Relay	Line	Object handling	2-6	238
Tadpole	Circle, lines	Agility, throwing	2-6	239
Three Down	Circle	Rolling ball	2-6	240

o = cooperative games
● = new game

CONTENT PROGRESSION CHART FOR GAMES OF LOW ORGANIZATION

ACTIVITY	FORMATION	SKILLS	GRADE LEVEL	PAGE
o● Balloon bucket	Scatter at stations	Volleying, hand-eye coordination	3-6	241
● Chain tag (Blob)	Line, scatter	Running	3-6	242
Cross the swamp	Group	Cooperation	3-6	243
● End ball	Lines	Throwing, catching	3-6	244
● Fist ball	Teams, on field	Tagging, throwing, catching	3-6	245
● Four-ball soccer	Two Teams on Soccer field	Running, dribbling, kicking	3-6	246
o● Four sides	Lines on a square	Running, cooperation	3-6	248
● Frisbee Frolic	Two teams, like soccer	Passing, catching, throwing at a target	3-6	249
o● Hot plate (Pitcher's Poison)	Two teams	Kicking, throwing, catching, running	3-6	250
● M.A.S.H.	Scatter	Throwing, catching, dodging	3-6	251
Scatter ball (Squat Ball)	Random	Dodging, throwing	3-6	252
● Streets and alleys	Lines	Running, changing direction	3-6	253
Crab soccer	Random	Upper body strength, kicking	4-5	254
Arena dodge ball	Circle	Throwing, catching	4-6	255
● Bandit	Circle	Eye-hand coordination	4-6	256
Bombardment	Lines	Throwing, catching	4-6	257
o● Capture the Flag	Scatter	Guarding, running, tagging	4-6	259
Nervous wreck	Circle	Catching, throwing	4-6	261
o● Rush hour	Groups	Balance, problem solving	4-6	262
o● Tangle and Twist	Groups	Balance, problem solving	4-6	263
● Frisbee Touchdown	Scatter	Throw/catch frisbee	5-6	264
Flying Frisbee Task Sheet	Groups	Frisbee skills	5-6	265

o = cooperative games
● = new game

Big Turtle

Grade Level K

Objectives:
The child will:

- move cooperatively within a small group
- participate in an activity to develop arm and shoulder strength

Equipment Needed: A large piece of cardboard, blanket, or sheets for each small group of six to eight students.

Area: All-purpose room, gymnasium, or playing field

Directions: Divide the class into small groups of six to eight children. The groups should be well spaced in the area. Ask the group members to kneel on hands and knees very close to each other. Have them crawl around while remaining close together. Once this is accomplished, place the sheet (turtle shell) over the group. Tell them they are a turtle and must move slowly around the area.

Variations:

1. Have the children on hands and feet (knees do not touch ground).
2. Have turtles go over, under, around, and through obstacles.

Big Snake Grade Level K-1

Objective:
The child will work with others to achieve a common goal.

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: Divide the class into small groups of four to six children. One child stretches out on the floor, stomach down; the next person stretches out behind the first, holding ankles. Continue until all children have attached. Have the group move forward, and go over, under, or through something. See if they can curl up.

Teaching Suggestions: If children have on shoes with soles, they might want to take off their shoes.

Busy Bee Grade Level K-1

Objectives:

The child will:

- identify parts of the body
- change partners quickly

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: Children are scattered about the area. They are told that "busy bee" means to find a partner and sit down. Everytime "busy bee" is called, a child must find a new partner. The leader says "touch hands, "touch shoulders, "busy bee." All children find a partner and sit down. Continue to play the game calling different body parts before saying "busy bee."

Teaching suggestions:

1. Use the harder body parts: shin, thigh, calf.
2. Children should be reminded not to leave a partner once they have been seated.
3. Children will tend to cluster together; therefore, the group should be scattered frequently.

Chinese So-Fa   Grade Level K-1

Objectives:

The child will:

- practive hand-eye coordination
- work cooperatively with a partner
- practive locomotor and non-locomotor movements

Equipment Needed: None

Area: Classroom, playing field, gymnasium, or all-purpose room

Directions: Half the children form a circle and begin to clap their hands. The other half of the children skip around the inside of the circle clapping their hands. On a signal from the teacher, the children on the inside stop in front of the children on the outside. They play a quick pat-a-cake rhythm with each other and then change places. The game continues for a time limit.

Variations:

1. Add a song or poem to the game and have them stop on a certain word instead of on a teacher signal.

2. Have more than one circle, or use a line instead.

3. Use varied locomotor movements.

Teaching Suggestions:

1. Teach the pat-a-cake routine first:
   Clap own legs; clap hands together; clap partners hands.

2. Make sure to have an even number in each circle so no one is left out.

3. Change difficulty of pat-a-cake for older students.

Mouse Trap Grade Level K-1

Objectives:
The child will:

- move in and out of a restricted space safely
- respond appropriately
- work cooperatively

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: The children join hands and make a circle. This is called a mouse trap. Select four children to be mice. On the signal "go," the mice move back and forth across the circle. When the big cheese (teacher) says "snap," the trap squats down. Any mouse in the center is caught. The big cheese selects new people to take their spots as mice. Mice not caught continues as mice. (Make sure they are moving in and out of trap.)

Teaching Suggestions:

1. Since there is a tendency for children to bump into each other, make the rule after warning the group, the any mice who touch one another are caught and must immediately join the circle.

2. The "snapping trap" catches any child who is touched by the trap or who tries to slide underneath the trap.

3. Mice should go across the center of the trap every time. This helps to alleviate weaving in and out of the trap.

Ostrich Tag   Grade Level K-1

Objectives:

The child will:

- balance on one foot
- safely tag another child in a game situation

Equipment Needed: None

Area: Playing field, gymnasium, or all-purpose room

Directions: The players are scattered randomly. "It" attempts to tag one of the players. The players may protect themselves from being tagged by standing in ostrich fashion: the player stands on one foot with arms crossed. If "it" can tag one of the players before the standing position of the Ostrich is assumed, the player tagged becomes "it." Players may use the Ostrich position only twice during the tagging period on one "it."

Variation: Nose and Toes Tag. A player may escape being tagged (up to twice per game) by grabbing his/her nose with one hand and the toes of one foot with the other hand.

Teaching Suggestions: Urge the player who is "it" to be deceiving in his/her motion while running to tag.

Beans Away

Grade Level K-2

Objectives:

The child will:

- propel an object with accuracy
- guard a defined space
- sacrifice personal preferences for the desires of the group

Equipment Needed: One hula hoop and one beanbag per student

Area: Playing field, gymnasium, or all-purpose room

Directions: Divide class into teams of 3 or 4 players. Two teams play each other. Players line up their hoops across from each other about 5 yards apart. Players stand inside their hoops with their beanbags. On the signal they try to toss their beanbag into the other team's hoops. Players may bat the beanbags before they land in their hoops or catch them and then toss them back to try to score. Points are scored every time a beanbag lands inside a hoop. A scorekeeper can be assigned to each side. After a score of 15 is made by one of the sides, a new game should be started with new scorekeepers and new positions. Players may leave their zone to pick up beanbags that have landed outside their hoops, but that leaves the hoop unguarded.

Bear and Hunters Grade Level K-2

Objectives:

The child will:

- safely tag another student
- remember his/her role as hunter, bear, or park ranger

Equipment Needed: Base, if desired

Area: Playing field, all-purpose room, or gymnasium

Directions: The players stand in a single circle. One player stands in the middle and is the bear. The bear walks between two players who become hunters. The other players are park rangers whose job is to start the hunt by yelling "Bear." The rangers yell "Bear" as soon as the bear begins to run. The hunters stand still as long as the bear is walking. The first hunter to catch the bear becomes the new bear.

Variation: Add a center base to the game. If the bear can successfully return into the circle and tag the base before being caught, he/she can be bear again.

Teaching Suggestions:

1. Have a separate game for every five or six students.
2. Try to encourage bears to go between rangers who have not been hunters in a previous game.

Bird Catcher Grade Level K-2

Objectives:
The child will:

- remember his/her role
- safely tag another child during a game situation
- practice basic locomotor movement

Equipment Needed: None

Area: Playing field, gymnasium, or all-purpose room

Directions: A mother/father bird stands in the nest; the bird catcher stands midway between the nest and the cage. Have the remaining players in the forest; they are given the names of various birds, such as robin, bluebird, crow, etc.

Procedure: The mother or father bird calls, "Robin," whereupon all robins run from the forest to the nest while the bird catcher tries to catch them. If he/she tags a robin, he/she takes the player to the cage. All robins who reach the mother/father bird are safe. Then the mother/father bird calls for another group of birds. The game continues until all birds are either in the nest or in the cage. The winning group of birds is the one that has the largest number safe in the nest.

Teaching Suggestion:

1. Give various children an opportunity to be either the bird catcher or the mother/father bird.

2. Add a second bird catcher when the children become adept at dodging.

3. This game may be used in conjunction with a nature-study program on birds.

Variation: Use other basic locomotor actions such as hopping, crawling, or jumping.

Brownies and Elves

Grade Level K-2

Objectives:

The child will:

- be able to respond quickly to a signal
- learn to tag correctly
- learn to accept being caught
- learn to remember his/her role (chasing or being chased)

Equipment Needed: None

Area: Playground or all-purpose room with two parallel lines drawn 40 to 50 feet apart

Directions: Players are divided into two equal groups, the elves and the brownies. Each group stands behind one of the lines. The elves turn their backs to the brownies. A leader or lookout watches the game and gives the necessary signals. Brownies creep forward quietly. The lookout, when he sees the brownies are near enough to make it possible to tag players, calls out, "Look out for the elves!" The elves then turn and chase the brownies, each elf tagging as many brownies as possible before the latter cross their safety line. All the brownies tagged become elves and join that group. The game is repeated, the brownies turning their backs. Players are not permitted to look over their shoulders while awaiting the approach of the oncoming players. The winning side is the one having the greater number of players at the end of two or three chasings or at the end of the available time period.

Teaching Suggestions:

1. Before giving the signal, encourage all children to approach close to the chasing group.

2. Discourage those who deliberately try to be tagged.

3. Teach personal control in not looking and in the ability to respond immediately when the signal is given.

Butterflies and Flowers   Grade Level K-2

Objectives:
The child will:

- stop and start running on a signal
- play cooperatively with others
- safely tag another child during a game situation

Equipment Needed: Phonograph, drum, whistle, or other signal device.

Area: Playing field, gymnasium, or all-purpose room with marked play area

Directions: Players are divided into two groups, one group to be flowers and the other butterflies. Each flower takes a squatting position three or four feet away from another flower. While soft music is played (or during silence), the butterflies spread their wings and run softly among the flowers. When the music stops (or the signal is given), the butterflies must stop and freeze immediately. From their squatting positions, the flowers reach out and try to tag the butterflies. If tagged, the butterflies squat with the flowers. This continues until several butterflies are caught, whereupon the original butterflies become flowers and vice versa.

Variation: Butterflies can be instructed to move along a designated path such as lines in the room or on the playground with flowers positioned near the line.

Teaching Suggestions:

1. You might designate flower positions by using cones or tape on the floor.
2. Encourage butterflies to be venturesome.
3. A butterfly who fails to stop or who seeks safety after the signal rest for a short while to watch how successful butterflies must work.
4. Limit the space in which the butterflies move. Otherwise, the butterflies remain too far away to be tagged.

Captain, May I Board Your Ship?   Grade Level K-2

Objectives:

The child will:

- practice math or color recognition problems
- practice locomotor movements
- remember his/her role as a swimmer, one who gets a free ride to ship, captain, or captain's helper

Equipment Needed: None

Area: Classroom, all-purpose room, gymnasium, or playing field

Directions: A captain is selected to stand at one end of the playing area on the ship. All others stand at the other end, on land. An area is marked to represent the ship. The land players ask in unison, "Captain, may I board your ship?" They are told they may walk onto the ship if they have a math problem answer, correct color combination, or whatever. All other land players must "swim" to get on the ship while the captain tries to tag them. If tagged, they must help the captain in the next game. At the end of each game, those who make it to the ship, go back to land and play again.

Variations:

1. Use other locomotor movements besides running.
2. Have four or more captains, and have players tell the math problem privately to captains to avoid giving the answer away.

Teaching Suggestions:

1. Caution children not to cross in front of another "swimmer."
2. Anyone who violates the rules is automatically caught.

Change All

Grade Level K-2

Objectives:

The child will:

- play in an organized group
- obey the rules of a game
- change directions while running forward

Equipment Needed: Chalk, pieces of cardboard, or carpet squares
Any appropriate object to mark players spot

Area: Gymnasium, all-purpose room, or playing field

Directions: Have children stand in a single circle with three to five students standing in the center. Each child standing in the circle has a marked "home" to stand on. Children in the center are children or the teacher calls out "Change all children" and each person must move to a new "home." The new "home" may not be just next door. The children who are "it" also seek a new home. This leaves some children without a home. These children become "it" for the next round.

Teaching Suggestions:

1. Space homes evenly about 3' apart.
2. You may keep scores on individuals. This will help certain children strive not to be "it" repeatedly.
3. Show and explain to some that they need not go across the circle but can go around the edge and that there is always more room on the outside of the circle.
4. Caution children to stay on their feet and not to slide on the floor or sit down.

Variation: Have children scattered about the area instead of around a circle.

Charlie over the Ocean

Grade Level K-2

Objectives:
The child will:
- begin to play cooperatively with others
- start and stop the game on the proper signals
- learn and repeat the chant

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: Teach children the chant. Then have two or three children in the center of a circle. All others should be lined up in an even circle around those chosen to be in the middle; the center children have at least one foot on the circle. On a signal from the teacher; the outside players chant: "Charlie over the ocean, Charlie over the sea, Charlie catch a redbird, Can't catch me!" The round is chanted with "sea" being higher and "me" ending on a still higher note. On the word "me," the two or three center children may chase any of the others. On the "me," the circle children may turn and run until the teacher signals the return to the circle. Stop the game after each center child has tagged one player who will take his/her place in the center for the next game.

Teaching Suggestion: If children are not running away from Charlie, revise the game so that children who are never tagged are the winners when the game ia over.

Variations:

1. Allow center children to tag as many as they can until teacher's signal.

2. Children do not run away from Charlie. On the word "me," Charlie tries to tag children before they squat.

Circus Master

Grade Level K-2

Objectives:

The child will:

- perform basic locomotor and non-locomotor movements
- listen and follow directions of student leader and teachers

Equipment Needed: None

Area: Playing field, gymnasium, or all-purpose room

Directions: The class is in a large circle. One student is selected to be the circus master and goes to stand in the small circle. The circus master says that the pupils are all horses. Then he/she says, "We are going to gallop like this," and demonstrates. He/she then says, "Horses, ready, gallop!" and he/she gallops around the small circle while the horses gallop around the large circle. When he/she is ready, he/she gives the command to halt and goes back to his/her place in the large circle. A new circus master is selected, and the game is continued. Many different animals may be imitated, and many different stunts may be used.

Variations:

1. The leader can be a space captain instead of circus master and children can do creative moves like spaceships, creatures, planets, supernovas, etc.

2. The leader can be a farmer instead of circus master and children can practice farm animal walks and noises.

Teaching Suggestion: Do not let the student leader keep the stunt going too long.

Crossing the Brook Grade Level K-2

Objectives:

The child will:

- jump, hop, or leap forward
- identify basic safety rules
- show a willingness to take turns and share equipment

Equipment Needed: Several pairs of long jump ropes or chalk lines

Area: All-purpose room, gymnasium, or playing field

Directions: Mark two lines or place two ropes on the court or field to represent the brook. Have the lines or ropes about 10 inches apart at one end and several feet apart at the other. Make four or more brooks in lines several feet apart. The children line up at the narrow end of the brook. Each child in turn jumps over the brook, turns to the left, and returns to the line. If he/she is successful, he/she takes a place to the right of the line to wait for his/her next turn. If he/she gets his/her feet wet, he/she must go to the end of the original line and jump again from the same place. The child who goes farthest up the brook is the winner.

Variations:

1. Divide children into groups of four. Have a child jump back and forth, progressively jumping the wider areas. Stop when a miss occurs and return to narrowest end.

2. Older children may leap across the brook.

3. Children may take one or two steps before going across the brook.

Teaching Suggestions:

1. Be cautious about playing this on a slick or rough surface.

2. Remind children to look before they jump/leap so that collisions do not occur.

Crows and Cranes Grade Level K-2

Objectives:
The child will:

- discriminate between similar sounding words
- tag safely
- run with control
- respond positively when tagged

Equipment Needed: None

Area: Playing field, all-purpose room, or gymnasium

Directions: Two parallel lines about 10 feet apart are marked in the center of the area. A goal line is designated at each end of the playing area. Divide the class into two teams. The players on one side, "crows," take positions on one middle line. The other team, "cranes," take positions on the other middle line.

Procedure: The teacher or leader should take a position at one end of the middle lines. When the players are in position, the leader shall call either "Cr-r-anes" or "Cr-r-ows." In calling cranes or crows, the leader should drag out the first part of each word. The players on the side whose name has been called turn and run to their baseline to avoid being tagged. The players on the side whose name was not called attempt to tag their opponents before they can cross their baseline. When the game is played according to time, or an even number of calls for each team, the team which has tagged the most players is the winner.

Variation: Use different words to designate teams. Check with classroom teacher at the primary level for vocabulary words that start with similar sounds. Ghost-Ghoul, stick-steak.

Teaching Suggestions:

1. Remind the children to listen carefully.

2. Discuss appropriate ways to tag.

Drag Race Grade Level K-2

Objectives:
The child will:

- listen and follow directions of student leaders and teachers
- display positive behavior toward all levels of motor skill performance
- respond to a visual signal
- run with control as fast as possible

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: All players except the flagman stand on a starting line about 30' to 40' from the finish line. The flagman stands at the end of the finish line. Players on the starting line count off by names of automobiles or teacher chooses one for them. When the flagman, standing at the end of the finish line, raises his/her arm sideward, all cars start their motors to warm up. When the flagman lowers his/her arm, the automobiles race to the finish line. The flagman announces the winning "car," who becomes the new flagman.

Variation: When the flagman lowers his/her arm, he/she also calls specific cars (Chevrolet, Ford, Datson, Toyota) to drag race rather than all the cars.

Teaching Suggestions:

1. Be sure students are spread out evenly.

2. Remind students to run safely and not "bump" other cars.

3. Teacher should be sure that many students have an opportunity to be the flagman. Rather than allowing a second turn as flagman, have the student who was fastest pick someone who has not had a turn to be the flagman.

Jet Pilot

Grade Level K-2

Objectives:
The child will:
- start running on a signal
- travel as fast as possible from one point to another

Equipment Needed: None

Area: Playing field, gymnasium, or all-purpose room

Directions: Players are "jet pilots" and stand with both feet behind the starting line. Mark off a starting line and a base line about 30 feet apart. The starter calls "Tower to pilots, take off!" or "Take off!" Jets pilots zoom (run) down to opposite base and back to starting line. The first pilot to return to the starting line calls "Checking in!" and becomes the new starter for the next race.

Variation: Play two or three games at the same time with eight to ten children.

Teaching Suggestions:

1. Help children learn to start only on the signal.

2. Be sure that all students have an opportunity to be the "starter." Rather than allow a second turn as starter, have the student who was first pick someone who has not had a turn to be the next starter.

3. Use any locomotor movements.

Kitty Wants a Corner   Grade Level K-2

Objectives:

The child will:

- follow rules of a game
- run and tag safely

Equipment Needed: Carpet squares

Area: Gymnasium, all-purpose room, or playing field

Directions: The children stand on carpet squares in scatter formation. One child is without a carpet square and is the kitty. The kitty walks to different squares and says, "Kitty wants a corner." The child on the square replies, "Go to my next door neighbor." As kitty moves to another square, the other players signal each other and attempt to change squares. Kitty may try to stand on any open square. The person left without a square is the new kitty. If one player has been the kitty for too long, the teacher may call, "Change all," and everyone must find a new carpet square with the person left out being the new kitty.

Knock the Ball Grade Level K-2

Objectives:

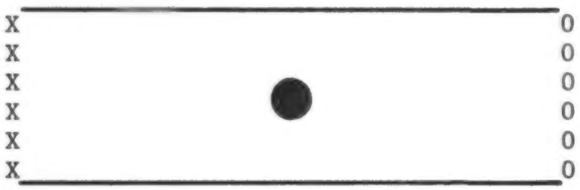
The child will:

- roll a ball accurately at a target
- follow the rules of a game
- work toward a common goal

Equipment Needed: Old basketball, deflated
Deck tennis ring
four to eight small (6") playground balls, partially deflated

Area: Gymnasium, playing field, or all-purpose room

Directions: Divide the class into two groups. Each group stands on an end line 20' to 40' apart. The basketball is put in the center on top of a deck tennis ring for stability.



Each team has equal balls at the start. The children try to roll the balls and knock the basketball off the deck tennis ring. Students are not allowed over the end line unless they are retrieving a ball. When a student retrieves a ball, it must be given to a teammate to be rolled.

Variation: Use four teams, one on each side of a square or rectangle and play as above.

Line Race Grade Level K-2

Objectives:
The child will:

- run, change direction, and run back to starting point
- follow directions and decisions of a student leader

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: Two parallel lines are set up 30' to 50' apart. All of the children stand on one line except one child who stands to the side. The following dialogue takes place:

Children:	Leader:
One, two	Buckle my shoe
Three, four	Close the door
Five, six	Grab the sticks
Seven, eight	Run, or you'll be late!

On the word late, the children run to the other line, touch the line, and return to the starting point. The first child to return is the new leader.

Teaching Suggestion: Allow each child to be a leader only once so all may get a turn. If a child is the first back and has had a turn, have him/her select someone else to be the leader.

Locomotive Tag Grade Level K-2

Objectives:

The child will:

- increase his/her awareness of space
- learn to control his/her movements
- increase agility

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: In a given area with boundaries, "it" chooses a particular movement, (e.g., skipping, hopping) and everyone must do that movement. "It" tries to tag someone, who then becomes the new "it". Each new "it" picks his/her own movement.

Variations:

1. Make safe bases.

2. Have children move about in a given area changing pace, without invading someone else's space.

3. Have children move from a home base to a given spot using as many possible ways to move as they can think of. If they don't get far, use problem solving or class examples.

4. Have children make designs on the floor changing their style of movement. For example, make a flower on the floor by walking some, then hopping, then skipping or leapping, etc.

5. Have children pick partners and play follow-the-leader in pairs. The leaders change styles of movement and make designs. Then have children rotate having new partners and new leaders.

Squirrels in the Trees   Grade Level K-2

Objectives:

The child will:

- demonstrate the ability to listen to and follow directions
- show a willingness to take turns
- perform various locomotor movements

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Direction: Two-thirds of the players form couples with their hands joined. In this manner they form hollow trees. The trees should be scattered about randomly with considerable space between them. The remaining one-third of the children enter trees as squirrels and stand there. There should be several players without a tree home. The teacher, or a leader, calls, "Acorns!" whereupon all squirrels, including the homeless, run around to secure a new home. Squirrels who leave a tree may not return immediately to the same tree. Those unsuccessful in securing a tree become homeless squirrels. The game is continued as long as desired. Changes should be made in the position of players so that all children have the chance during some part of the game to be squirrels,

Variation: Instead of running when finding a new home, the teacher/leader can change locomotor movements to jumping, crawling, hopping, skipping, or galloping.

Teaching suggestions:

1. When initially teaching the game, use fewer homeless squirrels.

2. Only one squirrel may occupy a tree.

3. Have the trees scattered over an area large enough to encourage a vigorous run when changes are made.

## Tunnel Ball		Grade Level K-2

Objectives:

The child will

- develop hand-eye coordination and reaction time
- develop specific ball-handling skills: rolling and catching

Equipment Needed: Playground ball or soccer ball

Area: Gymnasium, all-purpose room, or playing field

Directions: Ten or 12 children form a circle with each player in a stride position (legs apart). One child stands in the center of the circle with the ball. The center player tires to roll the ball between the legs of any circle player or between any two players. Circle players may use their hands to stop the ball; however, they cannot move their feet. If the circle player prevents the ball from rolling out of the circle, he/she becomes "it" and takes the center position.

Variation: Have all circle players turn around. The ball must be rolled through the legs. If a circle player can catch the ball before it rolls away, he/she becomes "it."

Teaching Suggestions:

Emphasize a good rolling technique by have children:

- start with hands behind the ball

- push the ball; they should not slap or hit it forward

- push with both hands and follow through in the direction of the ball

Wild Horse Roundup Grade Level K-2

Objectives:

The child will:

- participate in activities that improve muscular endurance and cardiovascular fitness
- listen and follow directions of student leaders and teachers

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: Mark off an area designated as the range and another to be the corral. Wild horses (most of the class) are sent to the end of the range opposite the corral. This area is designated the mountains. Pick 3 to 5 students to be cowboys/cowgirls. These students are on the range area. Start the game by saying "wild horses" whereupon the horses run from the mountains into the open range. Horses must stay on the range until caught (tagged). When a horse is caught, he/she goes to the corral. After 50%to 75% of the horses are caught, end the round, pick new cowboys/cowgirls, and begin again.

Variation: Designate one cowboy/cowgirl as the foreman. The foreman may begin the game by saying "wild horses."

Teaching Suggestions:

1. Encourage those not being chases to conserve energy.

2. Encourage cowboys/cowgirls to work together.

Batman Grade Level K-3

Objectives:
The child will:
- safely tag another child during a game situation
- remember his/her role
- practice locomotor movements
- travel as fast as possible from one point to another

Equipment Needed: None

Area: Playing field, gymnasium, or all-purpose room

Directions: Have two parallel lines about 60 feet apart with a space to the side designated as the bat cave. Two children designated as "Batman" and "Robin" stand between the two lines. The rest of the class is on one of the lines. The players standing on the line may choose one of four names; Joker, Riddler, Cat Woman, or Penguin. Batman calls one of the four names; all with that name run in an attempt to reach the opposite line without being tagged by either Batman or Robin. Those tagged go to the bat cave, and the game continues till all four names have been called. Batman and Robin choose replacements from those not tagged. Tagged players rejoin the group and the game is repeated.

Variations:

1. This game can be played with a Star Wars theme. The two players in the center could be Luke Skywalker and Princess Leia. The four names called could be Darth Vader, Hans Solo, Chewbacca and CP30 or other Star Wars characters. The side area could be the Death Star.

2. This game can also be played with a Superman theme. The two players in the middle could be Superman and Lois Lane. The four names called could be Clark Kent, Lex Luthor, Jarel, and Perry White. The side area could be the planet Krypton.

Circle Run (Number Chase) Grade Level K-3

Objectives:

The child will:

- identify the space necessary for running
- remember the number
- participate in activities increasing cardiovascular endurance

Equipment Needed: None

Area: Playing field, gymnasium, or all-purpose room

Directions: The group is arranged in a circle, players standing elbow distance apart, facing inward. If the group is small, they count off by two's or three's. If the group is large enough, the players stand closer together and count off by four's, five's, or six's. The leader calls one of the assigned numbers. All players with that number start running around the circle, each runner attempting to tag one or more players running ahead of him/her. As successful runners reach their starting place, they stop. Runners who are tagged go back to their spot. Another number is called, and the players with that number run. Continue until all numbers have been called. Students must continue in the same direction, either clockwise or counterclockwise, and this should be made clear before beginning. Students may not dodge if they are about to be tagged.

Variation: Have the number one's stand out of the circle and assign one of those students to be the "fire chief." The fire chief yells "Fire" and then all the number one's run once around and return to their place. Repeat with the other numbers. In this game the fire chief is the only tagger.

Teaching Suggestions:

1. Players must have both feet on the line and face the center of the circle when they return to their place and must remain in that position until their number is called again.

2. You may have children sit instead of stand while waiting for their number to be called. Stress that they should sit cross-legged and keep hands in lap. Also stress that children should sit or stand, not slide, when returning to the home space.

Numbers, Shapes, Letters Together Grade Level K-3

Objectives:

The child will:

- move his/her body in relationship to others
- cooperate with group members
- develop skills in spatial awareness

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: Have children scatter about the area. Ask them to make numbers and letters with their bodies. (0, 1, 3, 6, 7, 9, c, r, i, o, l, e, s, etc.) Have the children move into groups of three. Have the children create numbers and letters using all three bodies. Older children's groups can be assigned letters to spell out words and sentences.

Teaching Suggestion: Have the children use a line or straight jump rope to indicate the bottom of the number or letter.

Two-Circle Pass Grade Level K-3

Objectives:

The child will:

- catch a ball thrown underhand
- throw and catch a ball with another child
- display positive group dynamic behavior

Equipment Needed: Two 8½' to 10" balls (basketball, playground ball, large foam ball)

Area: Playing field, all-purpose room, gymnasium, or classroom

Directions: Divide children into two even teams. Have each team make a circle. On a signal from the teacher, have the children pass or hand the ball around the circle, making sure each player gets the ball in order. See which circle can get the ball around the fastest.

Variations:

1. Younger children should hand the ball rather than throw.
2. Older children can use different types of throws or passes.
3. Can also be used with kicking and controlling a soccer ball with upper grades.
4. See which team is the first to get the ball around the circle three times.
5. Play "Hot Potato" as a lead-up. Start with one ball, then add many.

Teaching Suggestions:

1. If children drop or lose control of the ball, continue where they left off.
2. Encourage children to pass or throw balls so that others are able to catch them.
3. Stress speed as well as accuracy.

Woman/Man from Mars Grade Level K-3

Objectives:

The child will:

- travel as fast as possible from one point to another
- practice locomotor movements
- remember his/her role--tagging or being tagged
- safely tag another child during a game situation

Equipment Needed: None

Directions: Have two parallel lines about 60 feet apart. Designate a child as the first woman/man from Mars and a child to give out colors. The woman/man from Mars stands between the two lines with the other children in one of the lines. The child chosen to give out colors quietly gives each child in the line a color. The child in the middle says, "I'm the man/woman from Mars; I'll take you to the stars if your color is...." The children given that color run as fast as they can to the other line. The man/woman from Mars tries to tag them. If tagged, they become the "people from Mars." The game continues until all colors have been called. Then a new person is chosen to be the man/woman from Mars and a new person to give out colors. The game is played again.

Variations:

1. Teacher can chose and/or give out the colors.
2. Unusual colors, such as magenta, peach, violet, or chartreuse, might be used.

Teaching Suggestion: Limit the number of colors that can be given.

Ball Tag

Grade Level K-6

Objectives:

The student will:

- learn to tag correctly with an object
- demonstrate ways to handle and control objects of varying sizes, shapes, and textures during the game
- safely tag another child during a game situation

Equipment Needed: Foam balls, nerf balls, yarn balls, deck tennis rings, felt erasers, or beanbags.

Area: Gymnasium, all-purpose room, or playing field

Directions: Three to five children are chosen to be "it." They each have an object (suggested above) and attempt to touch other players below the neck with the object. The "its" may tag as many players as they can with the object. Any player that is touched gets a point against him/her. After a time limit, those with fewest points are winners. Pick new "its" and begin again.

Variations:

1. In another variation, students stand at the side in a line in the order they were tagged. After three players are at the side, and a fourth player is tagged out, the first player re-enters the game so that only three children are ever out of the game at a time.

2. In upper grades children may throw balls or other appropriate objects to put a child out. Use soft, lightweight balls.

3. In upper grades, "its" may be given more than one object.

Teaching Suggestion: Encourage "its" to throw the ball accurately, not hard.

Busy Ball (Snow Ball)

Grade Level K-6

Objectives:

The student will:

- receive and propel objects of differing shapes, sizes, and weights
- identify basic safety rules in connection with the activities practiced.

Equipment Needed: An odd number (9, 11, 13, or 15) of nerf, foam, or yarn balls

Area: Gymnasium, all-purpose room, or playing field

Directions: Divide the class into two teams, one team on each side of the middle line. Give each team the same number of balls (5,6, or 7). The leader holds one ball. On the signal the teams roll the balls over the line into the other team's court. They get the balls rolled into their court and roll them back over. Play continues for a time limit. Some time during play, the leader throws the extra ball into play. At the end of the time, the team with the fewest balls on its side of the net wins.

Variations:

Use a volleyball net:

1. Let children roll balls under the volleyball net.
2. Let children throw balls over the net.
3. Upper grade children may volley balls over the net rather than throw them.
4. Have children kick balls under the net.

Teaching Suggestions:

1. No one is allowed to cross the middle line.
2. All play stops on the teacher's signal.
3. If the balls are being kicked, caution children about crossing into the designated safety area.

Throw and Go   Grade Level K-6

Objectives:

The student will:

- accept peer differences without ridicule
- throw a ball as far as possible

Equipment Needed: One ball for each team (tennis, nerf, soccer, foam, 8½" etc.)

Area: Playing field or gymnasium

Directions: Divide class into four or more teams. The teams do not need to be even in number. They line up in relay formation. The first player on each team holds a ball. On a signal, balls are thrown straight ahead as far as possible. Each thrower runs to retrieve any ball other than his/her own and returns to his/her place in line. First one back to starting position gets one point for his/her team. After all players have returned, players hand ball to next person in line and go to the end of the line. The team with the most points wins. Play according to time rather than turns.

Variations:

1. Using large balls, the child dribbles with the feet back to the team.
2. This activity may be used as an endless relay in the lower grades.

Teaching Suggestions:

1. Use different colored balls or balls that have been marked in some fashion to ensure each team getting a "new" ball.
2. Various types of balls may be used. Since the game entails getting a different ball each time, this will not favor one type over another.
3. Students should bend to pick up balls so that they may return quickly.
4. Point out that students who argue over a ball will cause their team to lose points.

Cat and Mice

Grade Level 1-2

Objectives:

The child will:

- safely tag another child during a game situation
- show acceptable behavior whether winning or losing
- dodge to avoid being tagged

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: Form a single circle. Depending upon the class size, have the children number off so that each numbered group has four or five students. Have the number one's enter the circle and become the "mice." Select a "cat" to start outside the circle. On a signal, the "cat" runs into the circle and tries to tag all the "mice." The "mice" may run anywhere within the circle to avoid being tagged. When tagged, the mouse returns to his/her place in the circle. The last mouse not to be tagged is the "cat" for the next game. Repeat the game with number two's becoming the "mice."

Teaching Suggestions:

1. Children should not slide on their knees to avoid being tagged.

2. Remind children to watch out for other "mice" when they are running.

3. The cat should change directions so that the chase is not always in one direction around the circle.

Dodge-em

Grade Level 1-2

Objectives:
The child will:
- hit a moving target with a ball
- dodge a moving object

Equipment Needed: One yarnball for every group of three children

Area: Gymnasium or all-purpose room

Directions: Divide the class into groups of three. Designate two throwers and one dodger. Have the two throwers stand on separate lines about 10' apart. The dodger stands between the two. The throwers throw the yarnball back and forth trying to hit the dodger. The dodger may not dive on the floor to escape the throw. Whoever hits the dodger with the ball, changes places and becomes the new dodger.

Teaching Suggestions:

1. For older children, increase the distance between the throwers.

2. Make a side boundary so that one game doesn't interfere with the next.

Forest Lookout

Grade Level 1-2

Objectives:
The child will:

- demonstrate the ability to listen to and follow directions
- demonstrate agility in movement when responding to verbal and visual cues
- participate in a vigorous game without undue fatigue

Equipment Needed: None

Area: All-purpose room, playing field, or gymnasium

Directions: Two circles are formed, the members of the outside circle standing behind inner circle players. The outside players represent fire fighters; the inside members, trees. One player is chosen to be the lookout and stands in the center. The lookout calls loudly, "Fire in the mountain, run, run, RUN!" At the same time he/she claps his/her hands. On hearing the last "RUN," the outside players start rapidly around the circle, all moving in the same direction. While the fire fighters are running, the lookout quietly steps in front of some inner circle player. The runners who see the lookout do likewise. The player who can find no tree becomes the lookout, and the former trees and fire fighters exchange places.

Variation: Each child has one deck tennis ring. The children form a single circle. Each child places the ring on the floor in front of him/her to mark his/her place. Continue play as above except everyone runs when the last "RUN" is called.

Teaching Suggestion: Frequently require students to step backward since the diameter continually grows smaller.

Hound and Rabbit Grade Level 1-2

Objectives:

The child will:

- safely tag another child during a game situation
- allow everyone to participate
- understand the strategies involved in the game

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: One player is the hound and one is the homeless rabbit. Divide the other players into groups of three. Two of the three players stand with hands on each other's shoulders and represent a hollow tree. The third, a rabbit, stands inside the tree. The hound begins to chase the homeless rabbit. This rabbit may take refuge in any tree, but two rabbits may not remain in the same tree. Therefore, as soon as the homeless rabbit enters a hollow tree, the rabbit who is already there must run for another tree. The hound then chases this rabbit. If the rabbit is caught by the hound, they reverse positions and continue the game.

Variation:

Select two or three children to be the hounds and two or three to be the rabbits so that more children are active. Should each hound chase one rabbit or should the hounds work together?

Teaching Suggestions:

1. Frequently stop the game and let rabbits and trees exchange places.
2. If a hound and rabbit have been running for a while, call "Reverse" and they switch roles.
3. Instruct rabbits to leave the tree as soon as the homeless rabbit enters.
4. Trees can raise arms to allow a rabbit to enter or leave.

Midnight   Grade Level 1-2

Objectives:

The child will:

- listen and follow directions of student leaders and teachers
- start and stop on proper signals
- remember his/her role (chasing or being chased)
- run with control, as quickly as possible

Area: All-purpose room, gymnasium, or playing field

Directions: Locate a fox's den and a sheepfold some distance (30'-60') away from the den. One player, the fox, is in his/her den; all others are sheep in the sheepfold. The fox remains in his den. On a signal from the teacher, the sheep approach the fox's den and ask (in unison), "What time is it, Mr/Mrs. Fox?" Should the fox say, "Three o'clock," or "Five o'clock," "Ten o'clock," etc., the sheep are safe; but when the fox says, "Midnight!" the sheep must run for the sheepfold as the fox may then begin to chase them. The fox tags as many sheep as he/she can before they find shelter in the fold. The caught sheep go to the fox's den and thereafter assist the first fox in capturing sheep. The original fox is always the first one to leave the den and the only fox who may answer the sheep's question.

Variation: The game may begin with more than one fox. If so, designate which fox will answer the sheep's question.

Teaching Suggestions:

1. When there are two or more foxes chasing, have all of them, while running, hold the right or left arm high in the air, letting the sheep know which players are the foxes or have all foxes carry a felt eraser or other appropriate object.

2. Do not permit the players to scatter over too large an area.

3. Use a restraining line in front of the fox which the sheep must touch before they can ask, "What time is it?"

4. Cones may be used to designate the different areas (fox's den, sheepfold).

5. Sheep should not be close together when questioning the fox.

Whistle Math Grade Level 1-2

Objectives:

The child will:

- respond to an auditory cue
- count the number of sounds correctly
- cooperate with a group

Equipment Needed: Whistle, drum, or other signal device

Area: Classroom, playing field, gymnasium, or all-purpose room

Directions: Children are in scatter formation. They walk in random fashion in the playing area. The teacher blows a whistle (beats a drum, etc.) a specific number of times to indicate the number of children who must join hands in a circle. Use numbers that your class can divide equally.

Example: There are 24 children in the class. The teacher blows 6 times, and the children get in circles of 6. (The teacher could use 8, 3, 4, 12 or 2 whistle blasts and not have anyone left out). When a circle is formed with the correct number, the group stoops. The game is repeated with a different number.

Teaching Suggestion: If there is an odd number of children, allow one child to be the whistle blower (drum beater, etc.) Select a different person every two or three turns.

Fire Engine

Grade Level 1-3

Objective:
The student will:
- respond to a auditory signal
- demonstrate locomotor ability

Equipment Needed: None

Area: Playing field, gymnasium, or all-purpose room

Directions: Indicate a turning line at the opposite end of the area. Number off the entire class by fours or fives. One player, the fire chief, stands by the goal line. The other players stand behind the starting line. The frie chief gives the alarm by clapping his/her hands, beating a drum, or ringing a bell. The number of sounds tells the players which group is to run to the goal line and back. The group runs when he/she calls, "Fire!" The first player back across the starting line becomes the new fire chief, and the game is continued.

Variations:

1. Have the fire chief give two signals so that two groups may respond at the same time.
2. Change running to other locomotor movements.

Teaching Suggestions:

1. Be sure that many students have an opportunity to be the fire chief. Rather than allowing a second turn, have the winner select someone else.
2. Remind students to start with both feet behind the line.
3. Remind children to be alert when running.

Old Mother Witch Grade Level 1-3

Objectives:

The child will:

- develop auditory awareness
- listen for a signal and run safely to a designated area

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: Two parallel lines 30' to 50' apart are used. Players line up next to one another on one line. One child is chosen to be old mother witch and stands on the line opposite the other children. The line of children slowly walk and approach the witch saying in unison: "Old mother witch fell in a ditch, found a penny and thought she was rich." When they finish the verse, the witch says, "Whose children are you?" Someone from the line says any name (Smith children, Jones children). After three names are given, the verse is started again. One person is chosen to say "the old witch's children." When this occurs, the witch chases them back to the starting line. Anyone who is tagged joins the witch to help tag others.

Variation: After the witch has one turn tagging, count the number of players caught; send everyone back to the starting line; pick a new witch, and begin again.

Teaching Suggestion: Remind children to use caution when initially running from the witch.

Red Light/Green Light

(Stop and Go)

Grade Level 1-3

Objectives:

The child will:

- develop auditory awareness and visual perception
- display a willingness to accept direction and to lead
- start and stop on a signal

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: One child is chosen to be the leader (talking traffic light). This player stands on one line and turns his back to the rest of the group who stand on a line 30' to 50' away. The leader says "Green light" and players move across the area toward the leader. They must watch and listen carefully for the leader to say "Red light" and turn toward them. On the "Red light" signal, everyone must freeze. Anyone seen moving by the leader is sent back to the starting line and may begin again from there. The leader once again turns around and says "Green light" and the game continues as before until a player reaches the finish line and becomes the new leader. At this point all players return to the starting line except the new leader.

Teaching Suggestion: The leader may not turn around until the words "Red light" are spoken.

Touchdown

Grade Level 1-3

Objectives:
The child will:
- develop cooperative and strategic skills
- follow rules of a game

Equipment Needed: Small object such as a pencil eraser, piece of chalk, or a small homemade cardboard football.

Area: Gymnasium, all-purpose room, or playing field

Directions: Divide children into two teams. Have them line up in single lines on opposite goal lines 30' to 50' apart. One team "huddles up" and, with the teacher's help, selects one person to carry the object over the opposing goal line. Each child on the team with the object must hold hands as if he/she had the object. On a signal from the teacher the two teams run forward. The team with the object tries to get the object across the opponents' goal line. The opposing team tries to tag each player as they approach. When a player is tagged, he/she must freeze and open both hands to show if he/she is carrying the object. If the child carrying the object gets to the opponent's goal line, he/she calls out "Touchdown." Teams return to the original starting positions and the object is given to the other team, who begins again.

Teaching Suggestion: The teacher should be involved in the huddle to ensure fairness in the selection of a child to carry the object.

Two Deep Grade Level 1-3

Objectives:
The child will:
- change directions with control
- tag safely
- change from circle player to runner at the appropriate time

Equipment Needed: None

Area: Playing field, all-purpose room, or gymnasium

Directions: Have children form a double circle facing the center, with two children, one to be the runner and the other the chaser. The runner runs around the circle, stepping in front of any circle player before being tagged. If he/she is successful, the back player of that set becomes the next runner. The chaser then tries to tag the new runner. Any time the runner is tagged, positions are reversed (the runner becomes the chaser).

Variation: For young children, play with one circle of children. When the runner steps in front of a student, that student becomes the new runner.

Teaching Suggestions:

1. Play two games at the same time.

2. Limit the runner to one time around the gym.

Battle Ball

Grade Level 1-4

Objectives:
The student will:

- work as a member of a group to accomplish a common goal
- develop kicking and trapping skills
- demonstrate an improvement in motor skills

Equipment Needed: Foam ball, red ball, or soccer ball

Directions: Have two parallel lines 20' to 30' apart. Divide the class into two teams, one on each line. One team tries to kick the ball across the other team's goal line. The opposite team stops the ball and kicks it back trying to get it to cross the goal line. When a team kicks the ball across the opponent's goal, the kicking team gets one point. When a team stops a ball from crossing the goal, it receives a point. If a ball is kicked too high (over the heads of a team), no points are awarded. If players use their hands to protect themselves, there is no penalty; but if the hands are used to stop a properly kicked ball, then one point is deducted from the offending team's score.

Teaching Suggestion: Make sure each team stays on its own line.

Defrost

Grade Level 1-4

Objectives:
The student will:
- follow rules of a game
- start and stop on a signal

Equipment Needed: Deck tennis rings, yarn ball, or similar objects

Area: Gymnasium, all-purpose room, or playing field

Directions: Choose three to five taggers and give them identifying objects, e.g., deck tennis ring. Choose two "defrosters," and give them an identifying object that is different from the one the taggers have. On signal from teacher, the game starts. Tagged players are frozen in place. However, the two defrosters may unfreeze any player. Defrosters, however, may be frozen by the taggers. When both defrosters are tagged, no one may be unfrozen. The game continues for a time limit, and then new defrosters and taggers are choosen.

Variation: Secret Defrosters. Have the taggers hide their eyes when you choose the defrosters. Give the defrosters a small object such as a pencil eraser that cannot be seen. Proceed as in the original game.

Jaws

Grade Level 1-4

Objectives:
The student will:
- listen for a signal and identify the color
- develop speed and agility

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: Two parallel lines are drawn 30' to 40' apart. These mark the edges of the river. "Jaws" (1-3 students) may stand in the middle of the area. The rest of the players stand on one of the river edges. One of the "jaws" student calls out "Red" (or blue, green etc.) FISH. Any child wearing red attempts to swim (by running or using any other locomotor movement) across to the opposite river edge. The students chosen to be jaws chase and tag as many players as they can before they reach the opposite river edge. Wherever students are tagged, they must plant their feet and put their arms straight out to the side. These students may not move their feet but may wave their arms, and if they touch any fish, those fish are also stuck in the river. Jaws returns to the middle and begins again with another color selection. After all students are on the same side of the river, jaws may call colors going in the opposite direction or the teacher may set all free, pick a new jaws, and begin again. Remind students that when jaws calls a color, running takes place in only one direction.

Variations:

1. Tagger(s) are "Aunt Sally"/"Uncle Sam." Players call out in unison, "Aunt Sally/Uncle Sam, May we cross your river?" Aunt Sally/Uncle Sam says, "Yes, if you have yellow" (or any color). Aunt Sally/Uncle Sam attempts to tag as many as possible before they reach the opposite side of the river. Those who are caught help Aunt Sally/Uncle Sam. Play for a time limit and then pick a new Aunt Sally/Uncle Sam and begin again.

2. "Johnny" (use name of student), "May I cross your red, red river?" Johnny answers, "Yes if you have on blue" (or any other color).

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Loose Caboose   Grade Level 1-5

Objectives:

The student will:

- display respect for himself/herself and others
- display self-discipline
- cooperate with a group during physical contact

Equipment Needed: None

Directions: Have players in groups of three, with the second and third players holding onto the waist of the player in front of him/her. The first player is the engine, the second, the baggage car, and the third the caboose, all forming a train. One or two players are designated as loose cabooses and must find a train to latch onto. The engine tries to avoid the loose cabooses and his/her train must follow and dodge with him/her. If the loose caboose catches a train by tagging, he/she becomes the caboose of that train: the caboose becomes the baggage car; the baggage car becomes the engine, and the engine becomes the new loose caboose.

Stuck in the Mud   Grade Level 1-5

Objective:

The student will:

- participate in an activity that improves the efficiency of the cardiovascular system
- safely tag another child during a game situation
- develop basic game strategies

Equipment Needed: None

Area: Dry playing field, gymnasium, or all-purpose room

Directions: Two, three, or four people are chosen to be "it." The "its" try to tag the rest of the players. When a player is tagged, he/she must stop with feet apart and hands held overhead. If someone goes under the legs of a tagged player, the tagged player is free to run again. The game continues for a time limit, and then new "its" are chosen. Players should always free caught players by crawling from front to back to avoid collisions.

If someone is tagged while going through a player's legs, both people are caught. The person that was crawling through must stand up with legs apart directly behind the person he/she was trying to free. This way a third person can go under both sets of legs and free the two caught players.

Teaching Suggestions:

1. Make sure children are dressed appropriately.
2. Encourage players to go under legs without touching caught players.
3. Encourage free players to look for caught players to free.

Variations:

1. Have students assume a hands and feet position with stomach towards the floor when tagged.
2. Have students assume a crab position when tagged.

Crazy Square Grade Level 1-6

Objectives:

The student will:

- demonstrate agility in movements
- change directions with control
- participate in a vigorous activity to improve cardiovascular fitness

Equipment Needed: 4 hoops (5, if a small center circle is not available)
13 beanbags

Area: All-purpose room, gymnasium, or playing field

Directions: Place 4 hoops in the corners of the playing area. Inside the center circle or hoop, place 13 beanbags. Divide the class into 4 teams. Have each team sit, relay style, behind a hoop. On a signal, only the standing student goes to the center, takes a beanbag, and returns to his/her hoop putting the bag inside it. After this, he/she may go to any hoop and take one bag. The first student to collect four bags and stand inside his/her hoop, wins the game. Sitting students may not touch the beanbags. Continue until all students have an opportunity to play.

Variations:

1. Soccer balls may be used. Students dribble the ball soccer style to and from the hoops.

2. Basketballs may be used. Students dribble with their hand to and from the hoops.

Teaching Suggestions:

1. Make sure beanbags are scattered so students don't bump heads in the initial grab.

   Students should watch where they run to prevent collisions.

Flag Tag Grade Level 1-6

Objectives:

The student will:

- develop hand-eye coordination and visual perception
- follow the rules of a game
- develop basic strategic concepts of a game

Equipment Needed: Flag football belts and flags--enough so each student has a belt and two flags

Area: Gymnasium or playing field

Directions: Each student puts on a belt and two flags. The students are spread out within the playing area. On a signal from the teacher, the game begins. Any student may grab any other student's flag and drop it to the ground. As long as a player has one flag still attached to his/her belt, he/she may continue to play and pull flags. When a player loses both flags, he/she must sit down, cross-legged with hands in his/her lap. When there are four or five players left, the game may be stopped. Have all students put on two flags and begin again.

Variation:

For Grades 5 and 6:
Two teams are selected and each team has an area, one half of the playing area on either side of a middle line. Each player should have a belt and one flag. All players on each team should have the same color flags. Each team has a special area, marked by cones, for putting players captured from the other team.

Before the game begins, both teams line up at the rear of their team areas. On a signal from the teacher, the game has starts, and anyone may venture into any part of the playing area. If a player's flag is pulled off by a member of the opposite team, he/she is escorted by that person to the "capture" area and is given back the flag. Neither of these players may be tagged (flags grabbed) until the escort is over. The captured player may not leave the capture area until a "free" player from his/her tean runs safely into the prison area. This person may escort one captured person back to the team area, and both are safe until the escort is over.

Play may continue with no team gaining an advantage. If one team loses most of its players, the teams can be adjusted and the game started over.

Teaching Suggestion: Remind students not to dive for the flags.

Keep at It Grade Level 1-6

Objective:
The student will roll a ball and hit a stationary target.

Equipment Needed: One softball and 10 bowling pins per group

Area: All-purpose room or gymnasium

Directions: Divide the class into small teams. Set the pins up in a ten pin bowling formation. The team members line up in relay formation behind a line. Bowlers bowl one ball each in turn. All pins must be knocked down before they are reset. Select two players to reset the pins when all ten are down. Thus, if a bowler leaves pins standing, the teammate following him/her bowls at the remaining pins. Each time all ten pins are down, a team scores one point. The play continues for a set period of time with the team having the most points at the end of the playing time the winner.

Variation: Using a large ball, have the students use a soccer kick to knock the pins over.

Teaching suggestions:

1. Teams do not have to be even in number.
2. Appoint a playing captain to keep track of the points.
3. Use shoe polish to mark the pin set formation.

Scooter Scatter

Grade Level 1-6

Objectives:

The student will:

- tag another student safely
- work cooperatively with a partner and a group

Equipment Needed: One scooter per player

Area: Gymnasium or all-purpose room

Directions: The game is played with partners sitting on their own scooter with inside elbows hooked. One set of partners is designated to be "it." On the signal they try to tag other sets of partners using their outside arms only. Partners join the line at one of the ends. If the line breaks apart, they must hook back together before tagging anyone else. Play for a time limit and then have two new "its." When the tagging line consists of eight players, it breaks in half. Each half may tag.

Teaching Suggestions:

1. Even as the line grows, the players can still tag only with the outside arms. All other players are hooked together.

2. Restrict the playing area so that students can tag successfully.

Cribbage Ball   Grade Level 2-3

Objectives:

The child will:

- match whiffle balls, using number and color
- make decisions quickly

Equipment Needed: 8 white whiffle balls numbered 0 to 7
8 colored whiffle balls numbered 8 to 15 (These should all be the same color.)

Area: All-purpose room or gymnasium

Directions: Divide the class into eight teams. The teams do not have to be even. They sit in relay fashion behind a cone or a line. All the balls are thrown to the opposite end of the area. On the signal, the first player on each team runs out and picks up a colored ball. He/she looks at the number and figures out what other number added to this one equals 15. He/she then locates the white ball with that number, returns to the front of his/her team and stands up. After all players have found the correct combination, collect the balls and start again with the second player.

white balls		colored balls
0	+	15
1	+	14
2	+	13
	etc.	

Variation: Instead of balls use heavy pieces of cardboard with pairs of states and capitals, rhyming words, sports, and sport terms.

Teaching Suggestions:

1. Stress that the colored ball must be picked up first.
2. Children may not hold two balls of the same color at a time.
3. Children should watch where they are funning.
4. Discuss the possible combinations prior to playing the game. A chart may be helpful for young children.

Norwegian Ball

Grade Level 2-3

Objectives:

The child will:

- kick a moving ball
- field a large ball
- perform a locomotor movement quickly

Equipment Needed: Soccer balls

Area: Playing field or gymnasium

Directions: The class is divided into two teams. One team, fielders, scatter about the area. The second team, kickers, line up at a predetermined spot. A stationary ball is kicked toward the fielders. The kicker then runs around the team line three times. Meanwhile the fielding team recovers the ball and forms a line behind the recoverer. The ball is then passed through everyone's legs. The last person holds the ball in the air. If the kicker completes the running before the ball is held up, that team scores one point. After everyone has kicked, change sides.

Variations:

1. The kicker dribbles a second ball using his/her foot once around the team.
2. The kicker could jump, skip, or gallop around.

Teaching Suggestions:

1. The number of running laps may be varied depending upon the age group.
2. Remind yielders to stay in scattered formation.
3. Tell kickers to send the ball to open areas.

Boiler Burst Grade Level 2-4

Objectives:

The student will:

- develop the skill of listening for an auditory cue
- run and tag safely
- listen to the directions of a peer
- work cooperatively to develop a story

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: Mark off a large area for students to use when running. Students sit in a large circle. Choose one student to start a story. This child may give one to three sentences of the story. The next child (clockwise around the circle) may add the next one to three sentences of the story and so on around the circle. Any child may say, "Boiler burst" as one of his/her sentences. On this signal everyone must safely get up and run away from whoever said "Boiler burst" since that child is now it. As soon as one person is tagged, the teacher should signal to return to the circle. The person tagged may begin a new story or continue with the old one. Any child that has said "Boiler burst" may not use the line again during the day's class.

Variation: Vary the locomotor movement that are used.

Teaching Suggestion: Caution students not to use the key words too soon in the story.

Boundary Tag

Grade Level 2-4

Objectives:

The student will:

- follow the rules of a game
- work as a member of a group to accomplish a common goal
- appreciate the performance of others and himself/herself
- have a better understanding of team play
- participate in activities that improve muscular endurance and cardiovascular fitness

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: Divide students into teams of no more than six players. Teams face the line of direction (either clockwise or counterclockwise) outside the playing area, but next to the boundary line. Players line up next to their captain and hold hands with the players next to them. Teams should be spaced evenly around the playing area. At a signal, teams run forward, following the lines of the playing area. Each captain attempts to tag the end player of the line ahead of him/her. The tag does not count if the chain of the team is broken. When a captain succeeds in touching the last person of the team ahead of him/her without having his/her team break apart, teams reverse directions and begin a new game.

Variations:

1. Give a point to the team that first tags a team. The team that scores five points is the winner. This avoids the elimination of any team.

2. A team may bypass the team in front of it and tag another team if it stays within 3' of the boundary line.

Teaching Suggestions:

1. Place students at the corners to represent posts.

2. The players representing posts may not be touched while being passed.

3. Change positions within a team often.

4. Change teams as necessary.

Hopscotch Grade Level 2-4

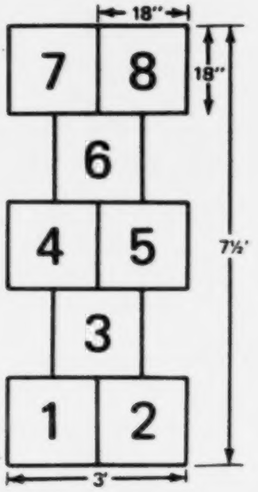
Objectives:
The student will:
- hop and jump a marked grid
- throw a small object accurately
- work independently
- follow the rules and accept the group's decisions
- maintain a balanced position

Equipment Needed: Diagrams painted on the floor or blacktop, small throwing object for each player.

Area: Blacktop, gymnasium, or all-purpose room

Directions: Divide the class into small groups. Depending upon the available diagram, play one of the following types of hopscotch.

HOPSCOTCH
(Potsy)

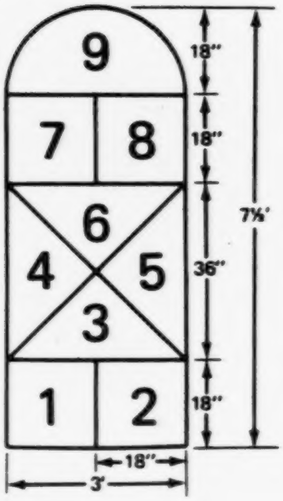


The first player drops his/her puck into box 1, then hops on one foot into single boxes and with two feet into double boxes straddling the middle line. He/she skips the box into which the puck has been thrown. He/she may never put more than one foot into any box at the same time. At boxes 7-8, the player jumps a half-turn and returns to the starting point in the same manner as above, kicking off the puck along the way.

After box 1 has been completed, the player throws into box 2, then going on to complete boxes 3 through 8, and 8 through 1. If the puck lands on a line, or if the player steps on a line, he/she is "out." The tosser must stand behind the baseline to throw the puck; he/she is out if he/she leans or steps over the line during the throw. An "out" player loses his/her turn to the next in line, and will take up from the box where he/she made an error when his/her next turn comes round. The first player to go through the entire series perfectly and in proper succession is the winner.

Hopscotch

(United States)



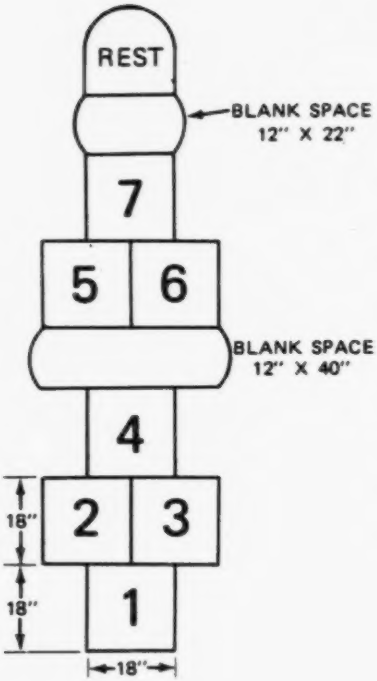
Players, in order, stand behind the baseline and drop or toss the puck into box 1. The tosser hops into box 2, skipping box 1, and then hops into all squares in order down to box 9. He/she hops back to box 2, and without stepping into box 1, recovers his/her puck and hops out.

If no error has been made, he/she throws the puck into the second box and follows the same procedure as before.

When he/she makes an error, a player yields to the next in line. When his/her turn comes around again, he/she starts at the number on which he/she made the misplay. The first player to cover boxes 1 through 9 and then back from 9 through 1 is the winner.

Hopscotch

(Italian)



The game begins when the first player stands behind the baseline and throws the puck into box 1. If successful in the toss, he/she hops on one foot into the single boxes and on two feet into the double boxes, straddling the middle line in the latter maneuver. He/she must skip the square into which his/her puck has been thrown and must skip over the two blank spaces indicated in the diagram. On his/her return, he/she must stop in the box preceding the one containing the puck, bend over to pick it up, and then continue hopping. At no time may a player have more than one foot in any one box. The first player to cover all the boxes from 1 through 7 and then from 7 back through 1 is the winner.

Shut the Door   Grade Level 2-4

Objectives:

The student will:

- develop running and tagging skills
- develop speed and agility
- follow the rules of a game

Equipment Needed: None

Area: Gymnasium, all-purpose room, or playing field

Directions: Children start by forming a circle without joining hands. The chaser starts the game by saying "get going" (or some other signal). On the signal the runner runs out of the circle through one of the doors. The chaser must take exactly the same route as the runner. The runner runs in, out, and around the circle. When both the runner and the chaser have passed through a door (between any two children), the space is closed by joining hands (thus closing the door). The runner and chaser may not pass through that door again. Unless the runner is tagged, all doors will shut and the chaser will make the tag inside or outside of the circle. Select two new players and open all doors in the circle and begin again.

Variations:

1. When all or most of the doors are shut, the runner may yell "Open all doors" and all of the children must run from the chaser and the runner. The chaser and the runner tag one child each. When they do this all come back and start again with the two children who were just tagged as the chaser and the runner.

2. Keep the circle stationary. Select any number of doors to be opened and closed. Play the tag game from this point, closing no more doors. When the runner is tagged, select a new runner and chaser and a new number of doors to be open. Begin the game again.

3. Make children run backwards, hop, jump, or skip when chasing or running.

4. If indoors, children can play game crawling on "all fours."

Water Sprite Grade Level 2-4

Objectives:

The student will:

- dodge another to avoid being tagged
- respond to a verbal signal

Equipment Needed: None

Area: Playing field, all-purpose room, or gymnasium

Directions: Players are divided into two groups, each group lined up behind its goal line 30 to 50 feet from the other group. Two children, sprites, stand in the center of the playing area. Each member of the group is numbered, both groups having the same numbers. One sprite calls a number. The two players with that number change places while the sprites try to tag one. If one succeeds, the sprite changes places with the player and goes to the side toward which the tagged one was running. The tagged player becomes the new sprite.

Variation: Do not have tagged players exchange with a sprite. Have them sit out until three or four others are tagged then return individually in the order in which they were tagged.

Teaching Suggestions:

1. Have the sprites call the numbers quickly.
2. If children do not try to go across without being tagged, have the final winners be those children who were never sprites.

Bean Bag Golf Grade Level 2-5

Objectives:

The student will:

- develop throwing and accuracy skills
- work cooperatively toward a goal

Equipment Needed: Beanbags
Tires (or #10 cans, hoops, jump ropes)
Tape (or jump rope)

Area: Gymnasium or playing field

Directions: Players work in groups of two or three. Each "hole" (tire, can, etc.) has a tee-off area and a hole for the beanbag to be tossed into. Obstacles may be placed in and around the holes. Each group of players begins at a hole and all groups rotate in the same direction. Children take turns trying to throw the beanbags toward and into the "holes." The children can alternate turns on the same hole.

Variation: Tennis balls may be substituted for beanbags, especially when playing out-of-doors on the grass. Scoring may be designed and used as the teacher feels is necessary.

Hook-on Tag Grade Level 2-5

Objectives:
The student will:
- follow the rules of a game
- appreciate the performance of others and himself/herself

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: Players are in couples, have elbows hooked, and are scattered evenly throughout the area except for two players. One of these two player is the tagger and one other is the runner. The runner tries to join a couple before being tagged. The runner may not join the couple in the center (where the elbows are hooked), but must join on either of the outside elbows. The runner now becomes part of a hooked couple, and the child on the other end of the group of three must leave since a couple may only have two people. The person leaving becomes the new runner and the tagger must chase him/her. If he/she is caught, the runner becomes the tagger and the tagger becomes the runner.

Variations:

1. Have two taggers and two runners to keep the game active.
2. Use the word signal "reverse" to change the roles of the tagger and runner.

Teaching Suggestions:

1. Change runners often.
2. Be sure the couples stay hooked until the runner forces the third player to leave.

Blanket Ball Grade Level 2-6

Objectives:

The student will:

- develop upper body strength
- work as a member of a group to accomplish a common goal
- practice hand-eye coordination

Equipment Needed: Two blankets or flat sheets and two balls (preferably beach or cage balls but foam would work--no hard balls)

Area: Playing field, gymnasium, or all-purpose room

Directions: Two teams are positioned on each side of a net (tennis, badminton, or volleyball). Each team has its own blanket. Each team grasps the edges of its blanket, and the ball is placed in the middle of one of the blankets. Teams pass the ball back and forth trying to propel and receive the ball.

Variations:

1. Can be played with four players, each pair having a towel and tossing a beach or foam ball back and forth.
2. Each team can have a ball and simultaneously throw a ball and catch a ball.
3. Score consecutive catches for both teams collectively instead of points for each team.

Teaching Suggestion: To involve more people, use larger sheets, bedspreads, or taut parachutes, or split into several games.

Bowls (Bocce) Grade Level 2-6

Objectives:

The student will:

- throw an object near a target
- follow directions while working cooperatively

Equipment Needed: One identifiable beanbag per child, one odd-colored beanbag, throwing line for each group.

Area: All-purpose room or gymnasium

Directions: Divide the class into small groups (three or four students). Give each student a beanbag (bowl) that is marked differently. One student is also given the extra beanbag (jack). The jack is thrown by the student to form the target. One at a time, each student throws his/her beanbag (bowl) at the jack. After all bowls have been thrown, players determine which bag was closest (one point awarded). A bowl may move another bowl or the jack. Return to the throwing line. Another student throws the jack. Continue playing.

Variation: Outside, a large ball may be used as a bowl and a smaller one as the jack. The balls are rolled. Remember to place an identifiable mark on each ball.

Club Snatch (formerly Steal the Bacon) Grade Level 2-6

Objectives:

The student will:

- follow rules of a game
- demonstrate ways to handle and control objects of various sizes, shapes, and textures used in games
- tag safely
- respond to verbal cues

Equipment Needed: Bowling pin or other appropriate object

Area: Playing field, gymnasium, or all-purpose room

Directions: Have two lines, facing, about 30' apart.

1 2 3 4 5 6 7 8 9

X (bowling pin)

9 8 7 6 5 4 3 2 1

Procedure: The leader calls one of the numbers. The two players with that number run into the center. Each may try to pick up the pin and carry it back to his/her own place or let the other person pick it up and try to tag him/her before he/she can get to his place. The one who succeeds in getting back with the pin scores 2 points for his/her team. If the person is tagged, he/she has to return the pin to the starting position, and the tagger scores one point for his/her team.

Variation: Instead of a bowling pin, use a beanbag, a sock, a small cone, or another appropriate item. Objects such as socks or beanbags may be placed on a cone to make it easier for young children to grasp the object.

Suggestions:

1. If the group is large, separate into two teams after the game has been learned.
2. If players are slow in taking the pin, a second number may be called.
3. Play two games simultaneously.

## Cooperation Relay		Grade Level 2-6

Objectives:

The student will:

- work copperatively with a group toward a common goal
- develop locomotor skills
- develop muscular and cardiovascular endurance

Equipment Needed: Cones

Area: Gymnasium, all-purpose room, or playing field

Directions: Groups of three or four are lined up in relay formation behind a cone and opposite a cone at the other end of the area. The first child in each relay runs to the cone that marks the turning point and comes back to the team. He/she takes the next person by the hand and repeats the trip with the second person hooked on. When the two return to the team, the second player grabs the hand of the third player, and so on until everyone in the relay has had a turn. The winning relay may add a letter to a word or phrase on the blackboard or chart paper. Have the first child in each group go to the end of the line, change the movement pattern, and begin again.

Variation: Use many different locomotor movement patterns.

Get Em All In

Grade Level 2-6

Objectives:

The student will:

- work cooperatively with a group toward a common goal
- listen and follow direction of peers

Equipment Needed: Hula hoops

Area: Gymnasium or playing field

Directions: Give each group of eight to ten students one hula hoop which is placed on the ground. The object is to have all members of the group inside the hoop area without touching the hoop. (The size of the group will depend upon the grade level and size of the children.) Students must have at least one foot on the ground.

Variation: When children have succeeded at the task, combine two groups with one hoop, and see how many people can fit inside the hoop.

Teaching Suggestions:

1. Students must be able to hold their balanced pose three to five seconds.
2. Jump ropes may be substituted for hula hoops to form the circle on the floor.
3. Task should be done on mats or grass for safety.
4. Spotters should be used around the circle.

Octopus

Grade Level 2-6

Objectives:

The student will:

- practice throwing and dodging
- accept a new role when caught
- practice locomotor movements

Equipment Needed: One foam ball

Area: Playing field, gymnasium, or all-purpose room

Directions: Two goal lines are set up on opposite ends of playing area. One student is chosen to be the octopus. All others are first. The octopus has a foam ball. The octopus calls out "Fish, fish, swim in my ocean!" At this time, the fish must "swim" (run, hop, walk, or whatever movement is designated) across the ocean to the opposite goal line. If the octopus tags or hits a fish, the fish freezes in place. All tagged fish become "tentacles" and may use their outstretched arms to tag players in succeeding rounds of the game. However, their feet must remain still. The "tentacles" may also pass the nerf ball around and hit fishes. The octopus is the only one besides the fish who can move around. As more fishes are tagged, the "tentacles" multiply.

Variation: As there are fewer and fewer fish, tentacles can be forced to close their eyes to prolong the game.

Overhead Passing Relay Grade Level 2-6

Objectives:
The student will:

- accept peer differences
- control the object being passed
- practice speed with locomotor movements
- consider safety when moving fast

Equipment Needed: Ball or other object for each six to ten students

Area: Playing field, gymnasium, or all-purpose room

Directions: Players are arranged in files behind a starting line. Each file represents a team, and all files are composed of an equal number of players. A goal is designated approximately 30 feet from the starting line. The goal may be a line. As the signal is given, the last player in each file runs with the ball to the goal, returns to the starting line, hands the first player the ball with an overhead pass, and remains at the front of the line. The ball is passed overhead to each player in the line and the last player repeats the above procedure. The winning team is the one that finishes first with all of its players back in their original places in the file.

Variations:

1. Students can pass a variety of objects such as rings, foam balls, beanbag, or hoops.
2. Use different forms of locomotion such as skipping, jumping, or walking.
3. Can be used as a basketball dribbling exercise.

Teaching Suggestions:

1. Stress that the object is to be handed, not thrown.
2. Stress that control is as important as speed in this relay.

Tadpole

Grade Level 2-6

Objectives:

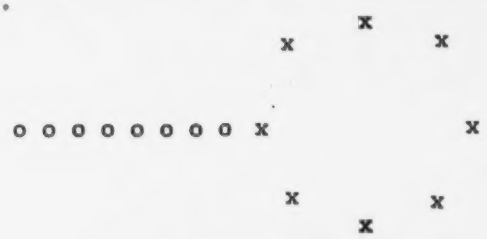
The student will:

- develop speed and agility
- develop a sense of team play and strategy
- display respect for himself/herself and others

Equipment Needed: One playground ball for each group of 12 to 16.

Area: All-purpose room, gymnasium, or playing field

Directions: Divide each group of 12 to 16 into two teams. One team should stand in a single circle; the other, in file formation at one point behind a member of the circle.



The ball is given to the circle team. The ball is thrown around to each member in the circle. As the ball is started, the first person in the file line runs around the circle. When he/she returns he/she tags off the next runner and goes to the end of the line. The object is to see how many trips the ball can make around the circle before everyone on the running team has gone around the circle. Teams change sides and the game is repeated. The team which had the most round trips with the ball wins the game. If a ball is dropped, it must restart at that point in the circle.

Variations:

1. Use different types of passes.
2. Use different forms of locomotion going around the circle.
3. Play Beat the Clock as described below:

On signal, the circle team throws the ball around the circle, as the first runner from the other team runs in the same direction in an attempt to beat the ball around the circle. If the runner beats the ball, a run is scored. Continue until every line player has had a turn; then exchange places. Make sure circle players are spread out enough to allow a fair race; otherwise the runners will always win.

Three Down

Grade Level 2-6

Objectives:

The student will:

- develop good bowling form
- follow rules of a game
- develop basic strategic concepts

Equipment Needed: Two balls and four bowling pins

Area: Gymnasium, all-purpose room, or playing field

Directions: Players form a large circle. Four bowling pins are placed in the center around a 3' circle. Two players are chosen to act as pinsetters. Two playground balls are given to the circle players, who attempt to roll the balls, using good bowling form, in such a manner that one or more of the pins will be knocked down. Pinsetters must not interfere with the ball in any way. Pinsetters set the pins up whenever one or more are knocked down. They may continue to be pinsetters as long as there are never three pins down at the same time. Whenever this occurs, the group calls out "Three down!" All play stops, and the pinsetters choose two new players to take their places.

Variations:

1. Have pinsetters guard the pins. Teacher should specify whether hands or feet are to be used when deflecting the ball.
2. Use a foam ball and plastic pins; then players can either throw or roll the balls.
3. Use more balls, more pins, and/or more guards.

Teaching Suggestions:

1. If the game moves too slowly, a third ball may be put into play.
2. If the class is large, have another game going at the same time with another circle.

Balloon Bucket Grade Level 3-6

Objectives:
The student will:
- practice hand-eye coordination
- receive and propel an object
- cooperate with a partner

Equipment Needed: A hoop and beachball for every two students

Area: Playing field, gymnasium, or all-purpose room

Directions: Hoops are spread out on the floor around the edges of the playing area. Partners bat the balls back and forth nonstop as they attempt to score. In order to score, one of the partners must manage to pick up a hoop, get the ball to pass through it, replace the hoop on the floor, and continue on with his/her partner to the next hoop while still batting the ball back and forth. The object of the game is for the whole class to score as many hoops as possible in a certain time limit. The ball must be hit by one partner and then by the other. No partner can hit the ball twice in a row. Players cannot hold the ball.

Variation: Older students may be able to use a volleyball or foam ball.

Chain Tag (Blob) Grade Level 3-6

Objectives:
The student will:
- participate in a vigorous activity
- cooperate with teammates

Equipment Needed: None

Area: Playing field, gymnasium

Directions: Players are scattered about the playing area. Two players are chosen to be the taggers (blob). They hold hands and attempt to tag the other players. A tagged player joins the chain at the tagging end. Play continues with the chain (blob) growing. When a chain (blob) has six players, it splits in half in the middle, forming two chains (blobs). Continue playing until two players remain. They become the chain (blob) for the next game.

Teaching Suggestions:

1. If the group is large, start with two chains.
2. Mark an area where players may rest.
3. While the chain is broken, no player may be tagged.

Cross the Swamp Grade Level 3-6

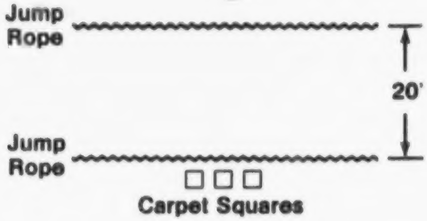
Objectives:
The student will:
- work cooperatively toward a common goal
- follow directions of a peer or student leader
- follow rules of a task

Equipment Needed: Jump ropes or mats, carpet squares

Area: Gymnasium or playing field

Directions: The task is to transport the entire group of six to ten people across the swamp. Only the three carpet squares given to the group are safe from sinking into the swamp. The swamp can be marked as follows:

①



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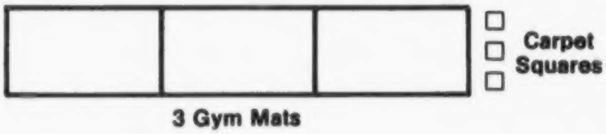


The entire group must cross the swamp safely. If any member of the group touches the swamp, the entire group must return to the starting point and begin again. The entire group must cross at the same time, and the players must bring the carpet squares with them.

Teaching Suggestion: The teacher may use a story to heighten the thrill of crossing the swamp.

End Ball

Grade Level 3-6

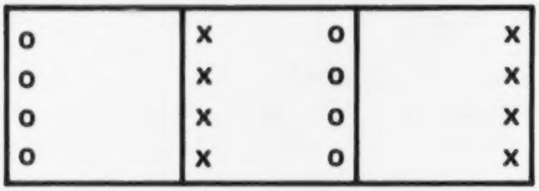
Objectives:

The student will:

- throw and catch a ball
- intercept a pass
- follow directions

Equipment Needed: Marked area with four lines about 12' apart, 8½" ball

Area:



Directions: Divide the class into four groups, spacing them evenly along the lines. O's play as a team; X's as a team. One middle team starts with the ball and passes it to its end team. If an end player catches the ball, a point is scored. If the other middle team intercepts the ball, the team keeps it and throws it to its end players. Whenever a team causes the ball to touch the ground, the ball goes to the other team in the middle. A person catching the ball must have one foot on the line.

Variations:

1. Use different objects for passing--large balls, tennis balls, beanbags, or rings.
2. Specific types of passes may be used; chest, one-hand, overhead.

Fist Ball

Grade Level 3-6

Objectives:

The student will:

- use game strategy
- throw and catch a ball accurately
- safely tag another student

Equipment Needed: Two hockey goals or four cones, one large foam ball

Area: Playing field, gymnasium, or all-purpose room

Directions: The students are divided into two teams, each on its own half of the playing area with its goal on the end of the other side of the area, as in football. Students may take 3 steps while the ball is in their personal possession and then they must pass the ball to a teammate. If a student is tagged while the ball is in his/her hands, possession goes to the other team. Unlike football, the goals are only 10 to 20 yards apart so that each time the ball changes hands, players must return to their side and start again. A point is scored when the ball goes in the goal.

Four-Ball Soccer[3]

Grade Level 3-6

Objectives:

The student will:

- develop hand-eye and foot-eye coordination and agility
- develop basic strategic concepts and psychomotor skills in team activities

Equipment Needed: Four soccer balls, four goal markers

Area: Playing field

Directions: Four players from each team serve as goalies, staying in the goalie box. The goalies may use both hands and feet to stop the ball and to throw or punt it down the field. All other players on the team may move into any area of the playing field (see Figure 1). Their responsibility is to advance the ball into the opponent's half of the field and kick it through the goal. These players may use any part of their body except their hands or arms to propel the ball.

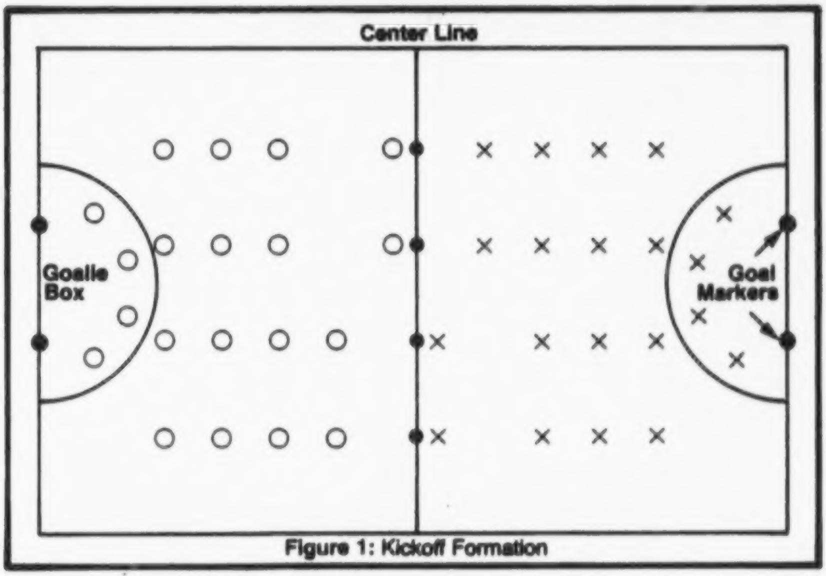


Figure 1: Kickoff Formation

To initiate play, the balls are placed on the center line as indicated in Figure 1. Two players from each team kick the balls to the opposing field to begin play. A player may advance any ball he/she wishes toward the opponent's goal area. When a goal is made, the ball that crossed the goal line is returned by a player to the center of the field and kicked off again, the other three balls remaining in play. Play is stopped only if a player other than the goalie touches the ball with the hands or arms. When this violation occurs, a free kick is awarded to the opposing team at the point of foul. A ball kicked out of bonus is brought back to the playing area by an opponent. The game has few and simple rules, which is as it should be. Incorporating too many rules stops continuous activity, and students will learn basic skills more successfully if the activity is continuous. The simplicity of the rules enables the players to officiate the game as they play. A referee generally is not needed.

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[3] This game was designed by Janet Smith, an instructor and director of occupational therapy at the University of Nebraska Medical Center, Omaha, NE 68108.

Scoring: Although points may be counted for goals, this option is seldom used. Students are generally too preoccupied keeping the ball in play to make an issue of the score. This factor also contributes to the success of this child-directed activity.

Variation: Use only two balls, one for each team.

Teaching Suggestions: There must be the same number of goalies and balls.

Four Sides Grade Level 3-6

Objectives:

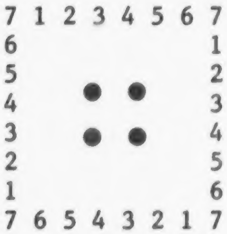
The student will:

- work cooperatively with classmates
- follow rules of a game

Equipment Needed: Deck tennis rings
Balls
Blackboard, chart paper, or memo pad

Area: Playing field or gymnasium

Directions: With teacher help, students pick a work or phrase that they wish to spell. There are four teams of children with six to ten on a team. They are lined up as follows:



Students face the center of the squared area. In the center are four balls, each sitting on a deck tennis ring. The teacher calls a number and the student from each team with that number runs to his/her team's ball. The student with the ball runs to the head of his/her line, takes #1's spot while everyone in his/her group moves slightly to the left, which fills in the space left by the runner. After reaching the head of the line, the ball is passed down the line to the person at the end, who must run back to the middle, put the ball on the deck tennis ring, and return to his/her place. The first team to return the ball to the deck tennis ring goes to the teacher, gets the pen, and adds one letter to the word or phrase that is being spelled out.

Variations:

1. Use different locomotor skills.
2. Use the game as a continuous relay to aid cardiovascular fitness.

Frisbee Frolic Grade Level 3-6

Objectives:

The student will:

- follow the rules of a game
- work cooperatively with his/her team toward a common goal
- develop frisbee disc throwing and catching skills

Equipment Needed: Frisbee
Hoops

Area: Playing field or gymnasium

Directions: A hoop is suspended from a soccer goal an appropriate distance from the ground (the distance depends upon the grade level). A basketball hoop may be used instead. The class is divided into two teams. Teams divide into offense and defense. The game is started by flipping the frisbee (heads or tails) to determine which side starts the frisbee.

The frisbee may be thrown, rolled, or skimmed to a teammate. Players may not move while the frisbee is in their possession. A player may guard a player who has a frisbee from 3 ft. away. When a team has three completed passes, they may take a shot on goal (hula hoop). If the frisbee passes through the hoop, two points are scored.

When the frisbee is intercepted, the player may start the frisbee in the opposite direction, but the actual interception does not count as a completed pass.

Variation: Have students use only one hand to catch the frisbee. Play the game with scooters and lower the goals.

Teaching Suggestion: Remind students that this is a noncontact game. There is no diving for a frisbee.

Hot Plate (Pitcher's Poison) Grade Level 3-6

Objectives:
The student will:
- work as a team toward a common goal
- practice kicking, throwing, and catching
- follow the rules of a game

Equipment Needed: Five bases, playing field ball, cones

Area: Gymnasium or playing field

Directions: Students are divided into two teams, a fielding team and a batting team. Four bases are placed as you would for softball or kickball and the fifth base is put in the center of the four bases. This is the hot plate. Only one person covers the bases and this person also covers the hot plate. Everyone else on the fielding team is in the outfield, behind a line marked by cones.

The first person on the batting team kicks the stationary ball and runs toward first base. The fielders retrieve the ball and return it to the designated person who catches the ball and says the word "caught" (or anything similar). If the batter is on any base, he/she is safe, but if the batter is not on a base, he/she is out. There can be any number of runners on a base at any time. Any caught fly ball is to be considered an out. A base runner who runs on a fly ball is not out unless the ball is thrown to the hot plate, and the runner is off the base, just as if the ball was a ground ball. Runs are scored by any person who reaches home safety. Play until all on the batting team have had a turn; then have teams switch places.

Variations:

1. Play with a limited number of outs.
2. If more than one person is on a base, all those on the base must move on together when it is time to go to the next base.
3. Students may throw or hit the ball with their hand or a bat instead of kicking.

M.A.S.H. Grade Level 3-6

Objectives:

The student will:

- have a better understanding of team play
- practice throwing, catching, and dodging
- comprehend the rules and strategy of the game
- sacrifice personal preference for the desires of the group

Equipment Needed: Six foam balls, two mats, two scooters, two pinnies

Area: All-purpose room or gymnasium

Directions: Students are divided into two even teams, and the room is divided in half with a center line marked. Each team must remain on its own side throughout the game. The six foam balls are given out, three to each team. At the teacher's signal, students try to hit members of the other team below the shoulders with the ball. If hit, a student sits down and waits to be rescued. Also if someone on the other team catches a ball, the thrower must sit down and wait to be rescued. Near the back of the playing area on each side is a mat that serves as the hospital. In addition, each team has a gym scooter that serves as an ambulance. Two students are chosen from each team. One is the doctor and wears a pinnie and one is the ambulance driver. At all times the doctor and ambulance driver must stay together and remain with the ambulance. They are safe when they are in the hospital. To be rescued, a player must be taken in the ambulance to the hospital. Once there, the rescued player may get up and rejoin the game. The ambulance driver may throw and catch balls but if the driver is hit, he/she loses his/her job and becomes just another team member to be rescued, and another person is assigned to be the driver. The most important character in the game is the doctor. If the doctor gets hit, no one else can be rescued on that team and the ambulance is out of business. The driver can still catch and throw balls, but the doctor cannot throw or catch balls at any time during the game. After one of the doctors is hit, allow the game to continue for a time limit, then begin a new game with new doctors and new ambulance drivers.

Variation: Start with one ball per side when students are learning the game.

Teaching Suggestions:

1. Players waiting to be rescued cannot move from the spot where they were hit.
2. Doctors and drivers may not hang back by the hospital but must follow the ambulance to all rescues.
3. Establish a five-second holding rule on the balls.
4. Players waiting to be rescued may not throw or hold balls.
5. Only the doctor, driver, and ambulance are safe in the hospital. No one else may "hide" there to be safe.

Scatter Ball (Squat Ball) Grade Level 3-6

Objectives:
The student will:

- dodge a moving object
- receive and propel objects of differing shapes, sizes, and weights
- follow the rules of the game

Equipment Needed: Foam, nerf, or yarn balls

Area: Gymnasium, all-purpose room, or playing field

Directions: Children are scattered in the gym or all-purpose room or in an area approximately 50' x 100'. The leader throws the ball into the playing court. When the ball hits the ground, a player may pick it up and immediately throw it at someone, trying to hit him/her below the waist. If someone is hit before the ball touches the ground, he/she is out and moves from the playing court to a designated area. After three players are at the side and a fourth player is hit out, the first player to go out re-enters the game so that only three children are out at a time. When a ball touches the ground, any other player may pick it up and throw it at someone. If a ball is caught before it hits the ground, the person who threw the ball must go out of the game.

Variation: Squat ball: When the players are hit by the ball, they squat down in place and they may not move from that spot. If a ball comes to a player who is in the squat position, he/she may pick up the ball and attempt to hit another player. If successful, the student may rejoin the game and the player who was hit now squats. Start a new game when six to ten children are out.

Teaching Suggestions:

1. Encourage players to throw the ball at the nearest player.
2. Player should get the ball quickly after it hits the ground.

Streets and Alleys Grade Level 3-6

Objectives:
The student will:
- work together cooperatively with other students
- respond to a verbal cue
- change directions quickly

Equipment Needed: None

Area: All-purpose room, gymnasium, or playing field

Directions: The players are arranged in several lines containing an equal number of players. When the players face the front of the room and join hands, the aisles which form between the lines are called "streets," and when they face the side of the room and join hands, the aisles are called "alleys." There are two extra players, one who is "it" and one who is the runner. The player who is "it" chases the runner, who can run only through the aisles formed the players. These aisles are changed when the leader calls "Streets!" or "Alleys!" When "Streets" is called, all quickly face the front and join hands; and when "Alleys" is called, all quickly face the side and join hands again. Changing the aisles may either assist or hinder "it" in tagging the runner. When the runner is tagged, a new runner and chaser are selected, and the original two players take their places in the lines of participants.

Teaching Suggestion: Make sure the students match up in both directions before playing the game.

Crab Soccer
(Indoors)

Grade Level 3-6

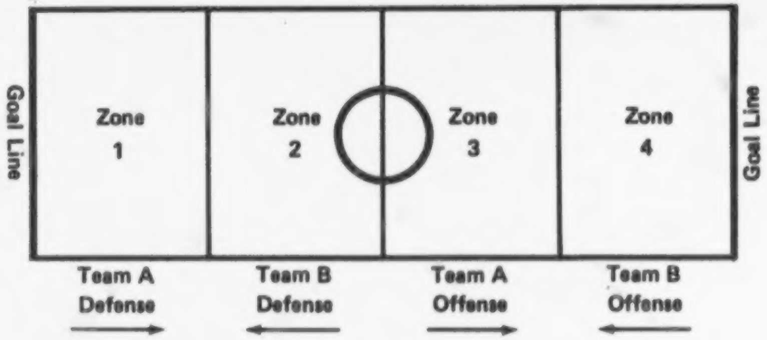
Objectives:
The student will:

- develop upper body strength and kicking skills
- work cooperatively with others toward a common goal
- learn team strategy concepts

Equipment: Cageball, earthball, beachball, or large foam ball

Area: Gymnasium or all-purpose room

Directions: The playing area is divided into four zones. The students are divided evenly into four groups with no more than eight per group depending on available space.



As in the chart above, position students in a zone; students must remain in their zone to play. Zones 1 and 3 are one team and zones 2 and 4 are another team. The arrows indicate the direction that the team is trying to move the ball. A goal is scored if the ball crosses any part of the goal line. Students must remain in crab soccer position, but may sit down to rest. If they crawl or get up, there is a one-minute penalty--the student must leave the playing area for one minute. If players use their hands, there is also a one-minute penalty. To start the game, the teacher can roll the ball between an offense and defense team, or all offensive players can gather around the center circle (remind players that their goal is behind them) and have two players put their feet under ball and kick off. After a set time, have offense and defense of each team switch positions.

Variation: With beach or foam balls, you can have more than one ball.

Teaching Suggestions:

1. Remind zones 1 and 3 that they are a team. Remind zones 2 and 4 that they are a team.
2. Teacher can control the movement of the ball to allow more students to use the ball. If the ball goes out of bounds, the teacher can send it down to the other end of the playing area.
3. Students are positioned in zones to minimize getting kicked or stepping on fingers. A penalty can be given for going out of assigned zone.

Arena Dodge Ball Grade Level 4-6

Objectives:

The student will:

- follow rules of a game
- receive and propel objects of differing shapes, sizes, and weights
- have a better understanding of team play
- demonstrate basic strategic concepts in team activities

Equipment Needed: Yarn balls or foam balls

Area: Gymnasium, all-purpose room, or playground

Directions: Select two even teams, one team on one-half of a circle and the other team on the opposite half of the circle. Number players so that each player on each team has a number. There are two players with the same number on opposite teams. Two balls are placed in the center of the circle. A leader calls a number. The two players with that number run to the center, obtain a ball, and attempt to hit the opponent before being hit. The contest continues until one is hit. They must stay in the circle unless going after a ball. The other players may help by stopping the ball, but they may not throw or hit it. One point is scored when a player hits his/her opponent. If a circle player assists his/her teammate, it is a point for the opposing team. If a player hits an opponent in the head with the ball, one point is taken from his/her team. The team with the most points at the end of the playing time wins.

Variation: Use four balls and call two numbers. Be sure balls are spaced apart.

Teaching Suggestions:

1. Place balls about 5' apart so that the players won't collide when they run for the ball.
2. Divide the class for two games.
3. Remind students to use accurate, not just hard, throws.

Bandit Grade Level 4-6

Objectives:
The student will:
- respond to a verbal and visual signal
- accept the decisions of another student

Equipment Needed: None

Area: All-purpose room or gymnasium

Directions: Players stand in a circle with the "bandit" in the center. The bandit walks around the circle near the players. The bandit points at a player and says "Bandit." That person covers his/her face with his/her hands. The two players on either side must also cover their faces. The slowest of the three must sit down in place. The last player to be eliminated starts the next game. The bandit should point to players randomly around the circle.

Teaching Suggestions:

1. Caution students not to hit their face too hard.
2. Several small groups may be formed to reduce sitting-out time.
3. Whenever a player sits down, a player will have a new "side" player.
4. This is a good game to calm students down after a vigorous activity session.
5. Caution children who wear glasses to cover their faces gently.

Bombardment

Grade Level 4-6

Objectives:

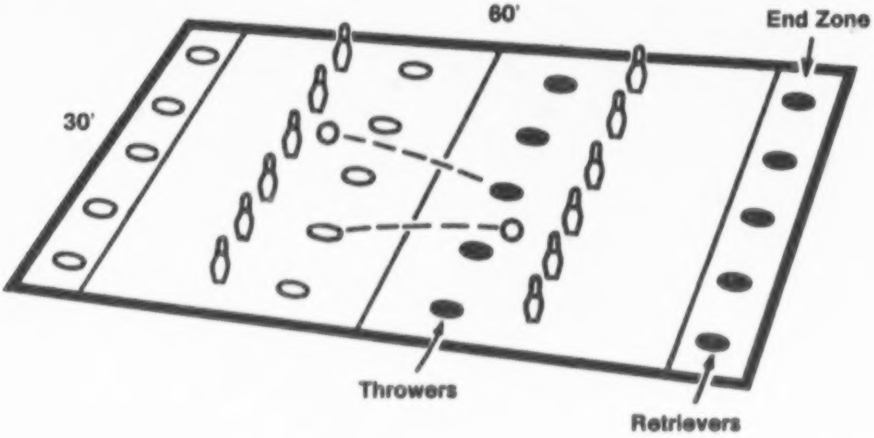
The student will:

- adhere to the rules of the game and comply with all safety factors
- throw a ball accurately
- catch a thrown ball
- guard a target

Equipment Needed: 2 large playground balls and 12 bowling pins

Area: Gymnasium or playing field

Directions: Two teams of 12 (or fewer) placed as shown on illustration. Have 2 games to give more students an opportunity to play.



To start the game, a thrower on each tem is given a ball. On a signal, the balls are thrown at the bowling pins located in the opposing team's court. Balls that miss a bowling pin are fielded by the retrievers and relayed to a player in the front line, who in turn makes the throw at the opposite bowling pins. When a ball leaves the court boundaries, the nearest player (thrower or retriever) retrieves it, returns to the place where the ball left the court, and resumes play. At no other time during play will the throwers leave the zone between the center line and the bowling pins, nor will the retrievers leave the end zone. When a pin is knocked down, play stops and the pin is set upright. Rotation is achieved by having throwers exchange positions with retrievers.

Scoring: A point is scored by a team each time a bowling pin on the opposite court is knocked over by a ball or a defensive player. The first team to score 11 points wins.

Variation: Do not reset the pin after it falls. The first team to knock down all of the opponent's pins wins or the team that knocks down the most pins within a given time wins.

Teaching Suggestions:

1. Rotate players in a circular manner, only one position at a time, in order to let them play various positions.
2. If pins are knocked over too easily, add another player to the throwers' line.
3. If only one court is available, rotate teams frequently.

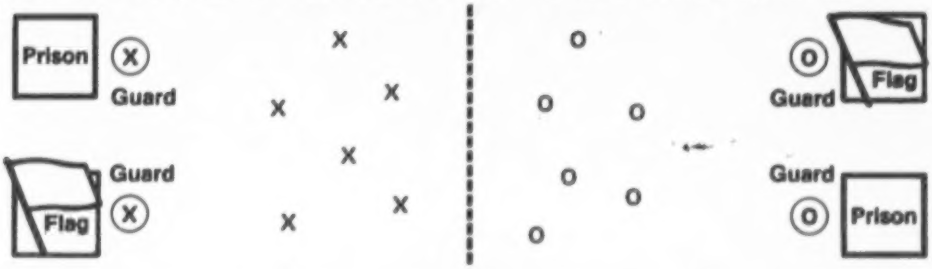
Capture the Flag Grade Level 4-6

Objectives:
The student will:

- respond positively to emotional reactions of others
- sacrifice personal preference for the desires of the group
- adhere to rules of games and comply with all safety rules
- execute basic strategies
- perform skills of running, dodging, tagging, guarding

Equipment Needed: Marked field areas, flags, pinnies

Area: Large field; boundary lines are not needed. Center line marked as follows:



Directions: Divide the class into two teams, designated by different colored pinnies. Each team provides a prison guard and a flag guard. On a signal, the players from each group try to get the other team's flag and return it to their side without being tagged. When players are in the opponents' territory, they may be tagged. If tagged, they go to prison where they remain until freed. They may be released by being tagged by a teammate. The freed prisoner and teammate hold hands and must return to their side. They may not go to the opponents' flag area. The flag guard may not enter the flag area. When an opponent enters the flag area to pick up the flag, he/she may be tagged. If tagged while carrying the flag, the player goes to prison and the flag is returned to the area. The game ends when the flag is carried over the center line.

Variations:

1. Substitute an 8½" ball for the flag. When the ball is picked up, all the teammates must return to their side. Players may run with the ball or pass it to a teammate. However, it must be carried across the center line, not thrown. If the ball is dropped and touches the ground, it must be returned to the flag area. If the player carrying the ball is tagged, the ball returns to the flag area and the player becomes a prisoner.

2. Teams may use electricity (chain) to free a prisoner. The prisoners form a chain by holding hands. They stretch the chain towards their home territory. One player's foot must remain inside the prison area. A teammate who touches any member of the chain frees the entire group. All players return to the home side.

3. Three erasers may be used instead of flags. Play continues as explained previously. The team must capture one eraser at a time. When a team loses all the erasers, the game is over.

Teaching Suggestions:

1. Change guards frequently.

2. Encourage students to be daring.

3. Flag football belts may be used to facilitate tagging.

4. Encourage players to work in pairs to release a prisoner or to capture the flag.

Nervous Wreck Grade Level 4-6

Objectives:

The student will:

- receive and throw a ball accurately
- execute a fake pass
- develop a quick reaction time

Equipment Needed: Playground ball

Area: Playing field, gymnasium, or all-purpose room

Directions: Make a single circle with one person chosen as "it" in the center of the circle. Circle players place their hands at their sides. "It" throws the ball to each person in the circle or pretends to throw it. If the catcher makes any move to catch the ball and it is not thrown, he must sit down. If the ball is thrown, he/she must catch it or sit down. The last one standing is the new "it." Only go around the circle once. The thrower must throw at least once.

Teaching Suggestions:

1. Encourage thrower to move fast.
2. Play several games with 10 to 12 in a group.
3. Be sure students sit cross-legged with their hands in their laps.

Rush Hour

Grade Level 4-6

Objectives:

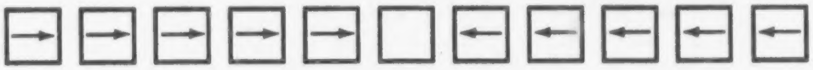
The student will:

- develop balance skills
- work cooperatively within a group
- listen to the directions of student leaders

Equipment Needed: Carpet squares

Area: Gymnasium, all-purpose room, or playing field

Directions: Students should be broken into groups of four to six. (Groups must have at least four.) The floor is marked as follows:



There should be one more square than there are people in the groups. The object is for the group on the left of the middle square to end up on the right, and for the group on the right to end up on the left. A person may move into any open space. A person may move around another person as long as there are only two feet in contact with the square. If anyone falls off of a square, the entire group must begin again.

Teaching Suggestions:

1. Anything can be used to mark the spots on the floor besides carpet squares, such as chalk, shoe polish, masking tape, etc.

2. Be aware of time and frustration level.

Tangle and Twist

Grade Level 4-6

Objectives:

The student will:

- develop balance skills
- work cooperatively toward a common goal
- listen and follow directions of peers

Equipment Needed: None

Area: Gymnasium, playing field, classroom, or all-purpose room

Directions: Have 10 or 12 students form a circle, facing the center, shoulder to shoulder. (There must be an even number.) Have each student reach out with his/her right hand and grasp (shaking-hands position) another person's hand. Now they are going to do the same thing with their left hands, being careful to grasp a different person's hand. The task is to untangle and untwist the group to form a hand-in-hand circle. You may not break hand contact although palms may pivot and grasps may change. The task will take alot of squirming and overarm and underarm and hand movements.

Teaching Suggestions:

1. Students should work slowly and carefully. May be done on a mat or on the grass for safety.
2. Be careful of time and frustration levels when using this activity.
3. When the students are finished, some may have their arms crossed, and/or some people may be facing opposite directions.

Frisbee Touchdown

Grade Level 5-6

Objectives:

The student will:

- throw and catch a frisbee
- participate in a vigorous game

Equipment Needed: Two goal lines, one frisbee

Area: Large playing field (soccer field)

Directions: Divide the group into two teams wearing different colored pinnies. Players scatter in their half of the field. One team starts with a throw-off to the other team. If the frisbee is caught, the receiving team continues throwing and catching while moving toward its goal line. A player must stand still when throwing the frisbee. The throwing player may be guarded (3' away) by an opponent. A team scores a touchdown (6 points) by throwing the frisbee over the goal line to a teammate. An extra point (1 point) is scored by throwing the frisbee through the soccer goalpost. Each team returns to its half of the field. The scoring team throws off to the other team. A player is given a 30-second penalty time-out from the game for unnecessary roughness. (Each additional penalty time-out is another 30 seconds.) If the frisbee touches the ground, the other team takes possession at that spot and proceeds toward its goal. The frisbee must be thrown, not handed.

Variation: If a soccer field is used, a team may score a field goal (3 points) by throwing the frisbee through the goalpost. The frisbee does not have to be caught.

Teaching Suggestion: Divide the class into teams of six to eight to ensure that all players participate.

Flying Frisbee Task Sheet[4] Grade Level 5-6

Name ______________________ Grade ___________ Teacher ________________

Procedure: Check off the following tasks as you and your partner complete them.

_____ 1. Using the "BACKHAND" throw, toss the frisbee to your partner accurately 5 times without missing from a distance of 25 feet.

_____ 2. Throw for distance of 50 feet.

_____ 3. Throw for distance of 75 feet.

_____ 4. Throw for distance of 100 feet.

_____ 5. From a squatting position, throw accurately to a partner 25 feet away.

_____ 6. Throw to a partner 50 feet away without taking more than 2 steps as a start.

_____ 7. Throw into a hoop/tire target 3 out of 5 times from 25 feet.

_____ 8. Throw accurately to a moving partner.

_____ 9. Play the "Frisbee Game." Two players stand 30 feet apart and each attempts to score 15 points by tossing the frisbee within reach of his/her opponent; the toss should be difficult enough to cause him/her to drop the frisbee. No points are scored on a good exchange. The thrower gets one point if the receiver drops the frisbee; the receiver gets one point if it is not thrown within reach.

_____10. Play "Frisbee-Keep-Away" with another pair of players.

_____11. Make up your own frisbee game and write the rules down for your teacher.

Teaching Suggestion: This self-testing task sheet can be modified for use with yarn balls, tennis balls, beanbags, footballs, or softballs.

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[4] Adapted from North Kansas City City School District Elementary Physical Education Guide.

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